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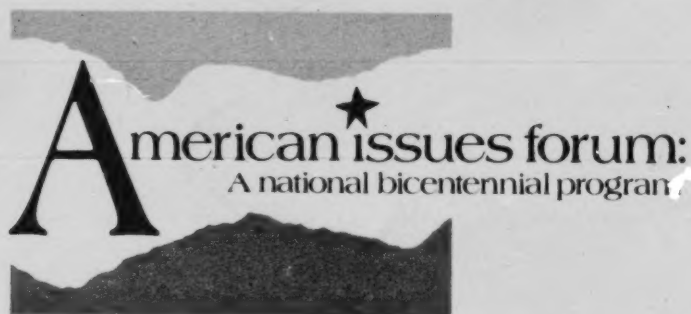
ABSTRACT

The American Issues Forum (AIF) is the national program for the Bicentennial developed by the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration. The purpose of the Leadership Packet is to provide those who are interested in developing AIF Programs with suggestions about how to plan and with information about supporting materials, services, and activities. The key to the American Issues Forum is a Calendar of nine monthly topics--issues that have been fundamental to American society throughout history. The Calendar--part 2, following an introduction--is designed to stimulate serious and coordinated exploration of American's abiding accomplishments and problems during the Bicentennial celebration, providing a framework for a variety of programs. Part 3 suggests kinds of programs which could be planned for communities and organizations. General how-to-do-it suggestions for programs development, resources, promotion, and coordination are contained in part 4. Extensive bibliographies for adults and students are contained in part 5. A directory of AIF-related materials, media efforts, and supporting organizations comprise part 6. Part 7 lists various Bicentennial exhibits and displays. (Author/JR)

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Leadership Packet:

A HELPFUL HANDBOOK FOR THE



Designed by the AIF Regional Program Office, serving the states of Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming.

The AIF Regional Program is made possible by a grant from the NEH, a federal agency created by Congress to support education, research, and public activities in the humanities.*

The American Issues Forum is a national program for the Bicentennial, developed under the auspices of the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration.



1975
University of Denver
Denver, Colorado

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I.

INTRODUCTION

The American Issues Forum (AIF) is the national program for the Bicentennial developed by the National Endowment for the Humanities and co-sponsored by the American Revolution Bicentennial Administration.

It is a program for Americans from every walk and station of life to participate in on a voluntary basis.

The key to the American Issues Forum is a topical Calendar of nine monthly issues--issues that have been fundamental to American society throughout our history. Within each monthly issue (topic) are four weekly sub-topics.

The Forum Calendar, covering 36 weeks, has been designed to stimulate serious and coordinated exploration of America's abiding accomplishments and problems during our Bicentennial year. It will begin in September, 1975, and continue through May, 1976. The full text of the Calendar is enclosed, as Section II of this Packet.

While designed nationally, the Forum is a practical grass roots do-it-yourself program. Everyone can participate in any of various ways: town meetings, debates, speaker programs, dramatic readings, essays, home discussions.

To stimulate and add to local and regional programs, many national types of support are being readied by both commercial and noncommercial originators. Such support includes television and radio presentations, national magazine articles, a nation-wide newspaper "course," written by ten leading scholars, articles in the journals of many associations, etc.

But, as the introduction of the Calendar states:

...the design of the Forum is up to the participants. How each of us addresses the issues will depend on how we interpret them: the general topics described in this calendar are meant only to suggest ideas. Using them as a starting point, different groups will move in different directions, giving attention to those aspects of each theme that affect them most deeply--for we all have our own points of view and our own special concerns.... The essential thing, however, is to spark a nationwide discussion of fundamentals....

Why? As one of the Forum's planners has written:

With changes taking place in our very styles of life, we believe the American people will agree that it is crucial to afford issues their proper perspective, and that they should be debated, and argued, and counter-argued. The Forum encourages all sides and every worthwhile point of view--but it is not just an exercise, a debating society. From these discussions of the Forum's topics will come ideas. And from these ideas will sometimes come a firmer basis for public and private decision-making. The Endowment stands on the proposition that any meaningful consideration of our future requires prior consideration of those time-less issues and forces that have influenced and will continue to influence our lives.

The purpose of this Leadership Packet is to provide those who are interested in planning AIF Programs with suggestions of how to do so, and with information about supporting materials and services and where they may be obtained. It is hoped that these informational materials will greatly facilitate the task of arranging for AIF programs.

It is recognized that by the time this packet reaches its intended users it will be very difficult for many to plan programs commencing in September. Some plans, of course, have already been made, and this Leadership Packet will aid their implementation. Other planners should recognize that, since the Calendar is divided into separate monthly topics (with weekly sub-topics), coherent and attractive programs may start in any month during the period of September, 1975, to May, 1976. Academic programs might be planned to begin the second or third quarters or second semester of school years. Others not bound by academic schedules may commence as soon as it is feasible. Furthermore, programs need not deal with the whole of the Calendar; topics of particular interest to a participating group may be selected. Finally, programs based on the topics of the early weeks of the Calendar may be scheduled for later discussion, if a group has keen interest in them and cannot arrange for early meetings; the publications relevant to those topics will, of course, continue to be available.

As the Table of Contents indicates, this Packet contains, following this Introduction, the full text of the AIF Calendar. The next section suggests many different types of programs which may be planned; it is followed by a section giving some general "How-to-do-it" information. Section V contains a Regional Bibliography keyed to the monthly Calendar topics. Under separate cover, recipients of the Packet are being sent a copy of the American Library

Association's Adult and Youth AIF reading lists mentioned in the introduction to the bibliographic section. Please insert them in your file. (We are sorry that Postal Service regulations make this inconvenient double-mailing necessary.)

Section VI, the Directory of publications and broadcasts being prepared in support of the AIF, should be of great use to program planners. It lists and briefly describes the many efforts and contains information about where and how copies of materials may be obtained. The final section of this Packet lists some of the Bicentennial exhibits and displays which are planned in the six states served by this Regional Office.

The staples binding the pages may be removed and the Packet may be inserted in a three-ring binder.

Recipients of this Packet will also receive, from time to time, a newsletter "Gazette," which will inform them of AIF program schedules (including broadcast schedules).

Finally, local program planners are urged to contact the Regional or State offices listed below if they have further questions. We would greatly appreciate, also, hearing about your plans. To the extent that space permits, we shall attempt to publish information about forthcoming programs in the issues of the "Gazette." Please do keep us informed.

The American Issues Forum in the states of Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming, is served by a Regional and by State offices. The AIF Regional Office is located at the University of Denver, Denver 80210, with Dr. Robert E. Roeder as Director.

Following are locations of AIF State offices and Directors:

Colorado

Dr. Robert F. Richards
#401 Mary Reed Bldg.
University of Denver
Denver, CO 80210
Telephone (303) 753-2938

South Dakota

Mr. Ronald Helwig
Center for Continuing Education
University of South Dakota
Vermillion, SD 57069
Telephone (605) 677-5281

Montana

Dr. Leo Lott
Dept. of Political Science
University of Montana
Missoula, MT 59801
Telephone (406) 243-2721

Utah

Dr. Richard Kendell
Office of the Dean,
Graduate School
University of Utah
Salt Lake City, UT 84112
Telephone (801) 581-6925

North Dakota

Dr. Richard Bovard
Department of English
North Dakota State University
Fargo, ND 58102
Telephone (701) 237-7143, Ext. 21

Wyoming

Dr. Betsy Peters
700 South 18th Street
Laramie, WY 82070
Telephone (307) 745-3350

This brochure introduces the American Issues Forum, a national program for the Bicentennial year.

The American Issues Forum invites the entire population of the country to engage in a serious exploration of some of the issues that are fundamental to our American society. What it plans for the Bicentennial year is a nationwide dialogue about our country—what it is, how it got that way, where it is headed. And the invitation to participate is extended to every individual American and to every organization and every institution, large or small: groups of every kind—television, radio, and the press; libraries, schools, colleges; churches and synagogues; labor and professional organizations; corporations and foundations; service clubs and discussion groups; communities, neighborhoods, and families—all are invited to join in using the Forum as a framework for their Bicentennial planning. It is to the leaders in all these areas that this brochure is addressed, for a national dialogue on these issues will need leadership.

The mechanics of the project are simple. The calendar for the Forum covers just nine months, from September 1975 through May 1976. On the following pages, one major issue is presented for each of these months—an issue that has affected American life from the beginning, that affects it today, and that will surely affect it for generations to come. With each issue, a few sample questions are proposed, to suggest possible lines of approach; some examples and quotations are presented, too, just to show how often and under what different circumstances the American people have faced these issues in the past. And because some groups, and some of the media, and some of the schools may want to make this exploration of our national life a weekly rather than a monthly event, the following pages also suggest a sequence of four weekly approaches to each of the nine issues.

Beyond that, the design of the Forum is up to the participants. How each of us addresses the issues will depend on how we interpret them: the general topics described in this calendar are meant only to suggest ideas. Using them as a starting point, different groups will move in different directions, giving attention to those aspects of each theme that affect them most deeply—for we all have our own points of view and our own special concerns. Some groups may only want to join in for a few months or a few weeks at a time, when the subject seems appropriate to them; some may use the topics for individual study, others for controversy—some for history, others for current events; and some may wish to reformulate the questions altogether.

The essential thing, however, is to spark a nationwide discussion of fundamentals. To do this, it is useful, as a matter of procedure, that all participants agree to address the same general issues at the same time. The calendar of the American Issues Forum will help us to give each aspect of our national life the serious attention it deserves. An effort at orderly public discourse seems an especially fitting way to commemorate the nation's founding, for the Declaration of Independence was itself the product of well-ordered debate.

There is one final reason for embarking on the American Issues Forum. A free people, to remain free, must continually reexamine itself. Patrick Henry once said: "I know of no way of judging the future but by the past." Through the American Issues Forum we shall be looking at America, asking what *is* America, how did it come to be what it is and what are the problems that disturb each one of us Americans today. We shall be looking, sometimes, at the past—to find out where we came from. We shall be looking at the traditions of America—and asking about ways of renewing those traditions—or of changing them. We shall sometimes find diversity and discord, compromises and conflicts. Doubtless we shall also find some disparities between our ideals and our practices, evidence of failure and mere muddling through. But we shall also find ideals that move us and prospects that excite. And we may finally find the continuity of our experience, a sense of our tradition, to affirm and renew.

Our subject, then, will be as broad as ~~America~~. And as immediate as our own lives.

0000P

August 31 through
September 27, 1975

"A Nation of Nations"

"We, the people . . ." These familiar words begin our Constitution. For America is, first of all, a people—a group of peoples, really. "Here is not merely a nation," as Walt Whitman put it, "but a teeming nation of nations." Most nations are organized around a single people, or a particular piece of real estate. Yet America is very much based on an idea, a dream of freedom and well-being that was embraced by men and women of many tongues and tradi-

tions. Where did they come from? And what led so many to abandon what was familiar and strike out for what was totally unknown? Was it courage or fear that drove them on? Hope or despair? What sort of people were they to be able to overcome hardship and, in the face of long odds, create a new nation? What kept them together, despite their differences, through revolution and Civil War, Depression and World War? What keeps us together now:

what is the basis of the brotherhood we feel? My neighbors—what makes them different from me and yet similar to me? Are our differences fading as the memory of other lands and other traditions fades? And how are we to answer the questions: "What do I mean when I call myself an American? What do I want out of being an American?"

August 31/
September 6:
The Founding
Peoples

"Yankee Doodle, keep it up, Yankee Doodle dandy. Mind the music and the step And with the girls be handy" (circa 1767)

"There were human beings aboard the Mayflower, not merely ancestors." Stephen Vincent Benét

"I always consider the settlement of America with reverence and wonder, as the opening of a grand scene and design . . . for the illumination of the ignorant, and the emancipation of the slavish part of mankind all over the earth." John Adams

Who were they, these early Americans? Some, of course, had been in the country for generations: the Indians, who were the native peoples of America. Some were black slaves who came not of their own will but in chains. Some were "temporary slaves"—indentured servants and apprentices—who had to put in years of hard labor before they could earn their freedom. Some were colonizers who came to find land, to produce and trade, to grow rich. And some came in search of freedoms that they couldn't enjoy elsewhere. Explorers, colonizers, adventurers, criminals, rebels, runaways and religious dissidents—together they settled a new world and found a new nation.

September 7/13:
Two Centuries of
Immigrants

"Give me your tired, your poor, your huddled masses yearning to breathe free." Emma Lazarus, inscription on the Statue of Liberty

"No Irish need apply." 19th century advertisement

"Remember, remember always that all of us are descended from immigrants and revolutionists." Franklin D. Roosevelt

Most Americans today are closer to the immigrants who poured through our portals in the last 150 years than to the Founding Fathers. The impact of this human tidal wave was overwhelming. Northern Europeans from Germany and Scandinavia, Catholics from Ireland and Italy, Jews from Central Europe and Russia, Chinese laborers and Japanese farmers—they came, many of them, out of despair and in hope. Most new Americans found a better life, but they did not always realize their hopes. Some found lands to farm and businesses to build, and became rich. But for many there was only the ghetto and sweatshop, the marginal acre—and prejudice. Crowded into the growing cities, these were the ones who created our modern industrial society—the raw, cheap labor that built the

September 21/27:
We Pledge
Allegiance . . .

"I pledge allegiance to the flag . . . and to the Republic for which it stands." Salute to the flag

"I am a 100 percent American. I am a super-patriot." William Woolcott

"America—Love It or Leave It!" Popular slogan

If we are all conscious of our ethnic, or racial, or philosophical differences, how can we agree on what makes "a good American"? The question has recurrently haunted—and bloodied—America: during the War for Independence, when the population was bitterly divided between Tory loyalists and revolutionaries; during the Civil War, still our most wrenching experience as a nation; during the Cold War and its by-product, the Vietnam War. Trials for treason and criticism of "un-American" activities have spotted our history from the first. People have long owed multiple loyalties—to family, community, religion, country. Such allegiances enrich our culture, yet keeping all of them in harmony is sometimes impossible. What happens when loyalties collide? What are the requirements of the loyal citizen? Just how much civil disobedience and more people want to be known as

...the ignorant, and the emancipation of the slavish part of mankind all over the earth."
John Adams

Who were they, these early Americans? Some, of course, had been in the country for generations; the Indians, who were the native peoples of America. Some were black slaves who came not of their own will but in chains. Some were "temporary slaves"—indentured servants and apprentices—who had to put in years of hard labor before they could earn their freedom. Some were colonizers who came to find land, to produce and trade, to grow rich. And some came in search of freedoms that they couldn't enjoy elsewhere. Explorers, colonizers, adventurers, criminals, rebels, runaways and religious dissidents—together they settled a new world and forged a new nation. We still think of them as our "ancestors." Founding Fathers, even though few of us have any direct relationship to them, and our backgrounds and experiences are much different from theirs. Why should what they did and what they dreamed still affect us so deeply? Has the dream dimmed, or changed for the better?

• Before debarking from the *Mayflower* on November 11, 1620, the men signed an agreement to create a body politic in which majority rule would prevail. The voyage of the *Arabella* and John Winthrop's speech "A Modell of Christian Charity" also exemplify the motives and aspirations of early settlers of New England.

• The rigors of colonization, the Roanoke Island Settlement of 1585 vanishes entirely, a mystery to this day; nearly 60% of the Jamestown colonizers perish in 1607; half of Plymouth is wiped out in the first winter after its settlement in 1620.

• King Philip's war of 1675-76 foretells the bloody confrontations between Europeans and the native population during the next two centuries. Olaudah Equiano, a 17th-century black slave, provides a rare first-hand account of forced migration and bondage in *Equiano's Travels*.

Most Americans today are closer to the immigrants who poured through our portals in the last 150 years than to the Founding Fathers. The impact of this human tidal wave was overwhelming. Northern Europeans from Germany and Scandinavia, Catholics from Ireland and Italy, Jews from Central Europe and Russia, Chinese laborers and Japanese farmers—they came, many of them, out of despair and in hope. Most new Americans found a better life, but they did not always realize their hopes. Some found lands to farm and businesses to build, and became rich. But for many there was only the ghetto and sweatshop, the marginal acre—and prejudice. Crowded into the growing cities, these were the ones who created our modern industrial society—the raw, cheap labor that built the railroads, dug the sewers, kept the textile factories of New England humming, and manned the packing-houses of Chicago. Their descendants built our modern cities—and our suburbs—helped revitalize our arts and transform our politics. Our urban industrial society grew to a large extent out of their efforts. How did they affect the values and attitudes of our adopted land? Even today, one third of our increase in population comes from immigration. How do we treat new immigrants and other newcomers to our communities today?

• The Irish potato famines, the pogroms of Eastern Europe, the poverty of the Italian south and the activities of American labor contractors in Asia and Europe spur the great waves of immigration. Between 1860 and 1900, some 14 million immigrants arrive. Ellis Island, the sweatshops in major cities, the building of the Erie Canal and the Union Pacific, the ghettos and Chinatowns, portray the newcomer's life.

• So do *The Americanization of Edward Bok*, Jacob Riis' *The Making of an American*, and Leo Rosten's *The Education of Hym'n'a K'a p't'a'n*.

• Immigrant intellectuals infuse American life with new ideas, new energy, new leadership. In 1848 many highly educated Europeans flee from the continent's political upheavals. In another great influx in the 1930s a reaction to the rise of fascism, a great number of scientists and educators arrive, but also artists, architects, musicians, writers. DeKooning and Stravinsky, Balanchine and Albers, Gropius and Saarinen are all immigrants.

"America, my country, is almost a continent and hardly yet a nation." Ezra Pound.

What indeed is an American? Our roots are as tangled as an ancient tree, our blood a mix that can be found in no other country. Our national motto is *E pluribus unum*—out of many, one. Yet it is not easy to see how the very different groups that settled America were able to establish one nation. Indeed, Mark Twain once wrote that the only feature of "the American character" that he had ever discovered was a fondness for ice water. What is the "American character"? What values and symbols do we share? For all our talk of integration, assimilation, "the melting pot," we often insist, by and large, on going our separate ways. Theodore Roosevelt once said, "There is no room in this country for hyphenated Americanism." But more and more people want to be known as Italian-Americans, Mexican-Americans, Afro-Americans—for reasons of pride and identity. Should we emphasize the differences that set us apart, or the similarities that bind us together? Is it better to remember—or to forget—that "I am Polish, or Irish, or Italian, or Black, or English, or Jewish . . . ?"

• In 1891, eleven Italians are lynched in New Orleans after being acquitted of complicity in the murder of a Police Commissioner; yet local authorities praise the lawlessness.

• Ole E. Rolvaag's 1927 novel of Norwegian-American life, *Giants in the Earth*, analyzes the immigrant's transition from the Old World to the New. In her novels, *My Antonia*, *Pioneers*, Willa Cather depicts Czechoslovakian and Swedish immigrants plowing the unbroken land of the American frontier as they progress from peasants to proprietors.

• In his 1908 play about Jewish life in New York City, Israel Zangwill coins the term "melting pot." The phrase catches on as a concise description of a society composed of so many peoples. But those who want America to remain more homogeneous dislike the notion and challenge it, as in Henry Pratt Fairchild's *The Melting Pot Mistake*. Still, our diversity and the complex relationships like religious and racial intermarriage that grow out of it are often explored themes—in plays like *Abie's Irish Rose* and in films like *Guess Who's Coming to Dinner*.

If we are all conscious of our ethnic, or racial, or philosophical differences, how can we agree on what makes "a good American"? The question has recurrently haunted—and bloodied—America: during the War for Independence, when the population was bitterly divided between Tory loyalists and revolutionaries, during the Civil War, still our most wrenching experience as a nation, during the Cold War and its by-product, the Vietnam War. Trials for treason and criticism of "un-American" activities have spotted our history from the first. People have long owed multiple loyalties—to family, community, religion, country. Such allegiances enrich our culture, yet keeping all of them in harmony is sometimes impossible. What happens when loyalties collide? What are the requirements of the loyal citizen? Just how much civil disobedience can a society tolerate? Do we like America because we were born here . . . or because we like what it stands for? Who is the real patriot? Stephen Decatur is credited with the maxim, "Our country, right or wrong." Carl Schurz changed it to: "Our country, right or wrong! When right, to be kept right, when wrong, to be put right!"

• Nathan Hale and Benedict Arnold: Hale, a young school teacher commissioned in the Connecticut militia, is captured in New York City and hanged without trial as a spy. His last words: "I only regret that I have but one life to lose for my country." Arnold, a revolutionary hero, turns traitor after a 1780 court-martial on charges of using military forces for his own purposes. When his plot to surrender West Point is exposed and foiled, he joins the British forces and in 1781 sails for England, where he is scorned.

• With the onset of the Civil War Robert E. Lee, Jefferson Davis, Moncure Conway suffer the anguish of conflicting loyalties—as many have in many wars since.

• The rise of Senator Joseph McCarthy in the 1950s manifests the anti-Communist hysteria that engulfs the U.S. from 1946 to 1954. It affects the press, schools, courts, churches and Congress—and, of course, thousands of individuals—stimulating the conviction that it is safer to conform than disagree with the majority.

September 28
through October
25, 1975

The Land of Plenty

America is also a place—a land to be settled, owned, rented, mined, seeded, plowed under, asphalted over, built upon, played on, lived in. It began as thin slivers of civilization along the coasts—colonial settlements on the Atlantic, Spanish missions on the Pacific. Now it spans a continent, embraces an archipelago in the mid-Pacific, reaches into the Arctic Circle, thrusts into the Caribbean. The land drew our forefathers here, and our wealth as a

nation derives from it: our use of it has given us the world's most productive system of agriculture and industry. How have we shaped this land and how has it shaped us? What explains our different regional cultures, the growth of our cities and suburbs? Have we used the land wastefully? Do we need to put limits on our growth to recapture a reverence for nature? Of course we must use the land for cities and suburbs; to sustain life and make it worth

living. To what extent can we have the best both of growth and of harmony with nature by planning, zoning and land-use management? Who decides... who really owns the land?

September 28/
October 4:
A Shrinking Frontier?

"Go West, young man, and grow up with the country." Horace Greeley
"Come all ye Yankee farmers who wish to change your lot. Who've spunk to travel beyond your native spot." Folk song, circa 1800

"Where today are the Pequots? Where are the Narragansets, the Mohicans, the Pokanokets, and many other once powerful tribes of our people? They have vanished before the advance and the oppression of the White Man, as snow before a summer sun." Tecumseh of the Shawnees

The broad land beckoned, and the early settlers took up its invitation. Even before the East was conquered and cleared, pioneers were pushing west of the Alleghenies into the Midwest, spanning the Mississippi to cross the Great Plains, then struggling across the Continental Divide and surmounting the high Sierras to reach the Pacific. In Washington's time America was the "new-found land," a virgin continent that offered rich possibilities for settlement. Farms, ranches, plantations, towns and trading posts were carved out from the wilderness. Each kind of settlement supported

October 5/11
The Sprawling City

"Hog, butcher for the world, Tool maker, slacker of wheat, Player with railroads and the nation's freight handler, Stormy, husky, brawling, City of the big shoulders." Carl Sandburg, "Chicago"

"Little boxes on the hillside Little boxes made of tickytacky Little boxes on the hillside Little boxes all the same." Malvina Reynolds
"How you gonna keep 'em down on the farm after they've seen Paree? Title and refrain, 1919

In the America of the young immigrants' dreams, the cities were paved with gold. They offered a new kind of frontier, where people build up rather than out. Though the American city could not fulfill the rosiest expectations, its most squalid neighborhoods often seemed to offer more hope than the back-breaking toil and stifling insularity of rural Europe—or, for that matter, of rural America. And once we had tamed the land and made it productive, we began congregating more and more in cities, until prosperity after World War II touched off the spectacular growth of suburbs. The result? 7 out of 10 Americans now live in cities or their suburbs compared with 5 percent 200 years

October 12/18:
Use and Abuse in the
Land of Plenty

"Give me land, lots of land, under starry skies above." Cole Porter, "Don't Fence Me In"
"And I brought you into a plentiful country, to eat the fruit thereof and the goodness thereof, but when ye entered, ye defiled my land." Jeremiah, Chapter 2, Verse 7

"In the United States there is more space where nobody is than where anybody is. This is what makes America what it is." Gertrude Stein

Once it was the limitless land, the land of plenty. And so we used it—felling forests, working farmland, drawing minerals from the earth. The land is our most fundamental resource; everything comes, one way or another, from it. We have used the land to make us prosperous: our farms produce more of the world's exportable grain than the Middle East does of the world's oil; and our factories produce an enormous amount of the world's goods. But we have great amounts of natural resources. Have we pushed too far? Must we now be mindful not of exploiting nature but of preserving it? Is there enough for all? Conservationists like Teddy Roosevelt sounded early alarms, but they went largely unheeded. Must we now

October 19/25:
Who Owns the Land?

"This land is your land. This land is my land. From California To the New York highlands. This land was made for you and me." Woody Guthrie

"Sell a country! Why not sell the air, the clouds and the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?" Tecumseh

"The instinct of ownership is fundamental in man's nature." William James

Whose land is it? The question goes to the heart of debates that are as old as the Republic: the rights of property, private v. public ownership, government regulation, the need for centralized planning. Virtually every American has sought to acquire a piece of land. Two of every three Americans do in fact own their own homes, and some own vacation property, as well. A few hold vast tracts of land. Why is the ownership of land so important to us? What are the chances of us all owning a piece of land in the future, anyway? A 19th-century versifier named Jesse Hutchinson, Jr. said in one of his popular songs, "Uncle Sam is rich enough to give us all a farm." There are 3 billion acres of land in America, but could Uncle Sam really

and many other once powerful tribes of our people? They have vanished before the advance and the oppression of the White Man as snow before a summer sun. Tecumseh of the Shawnees

The broad land beckoned, and the early settlers took up its invitation. Even before the East was conquered and cleared, pioneers were pushing west of the Alleghenies into the Midwest, spanning the Mississippi to cross the Great Plains, then struggling across the Continental Divide and surmounting the high Sierras to reach the Pacific. In Washington's time America was the "new-found land," a virgin continent that offered rich possibilities for settlement. Farms, ranches, plantations, towns and trading posts were carved out from the wilderness. Each kind of settlement supported a quite different way of life: the life of the Southern planter, sustained by a slave economy, the New England townsman, the Midwestern wheat farmer, the Western rancher, the Pacific fur trapper. How did each area affect them, and how did they change each place they settled? The frontier molded resilient men and women—or it drained them and destroyed them! Is the whole colonizing, pioneering, prospecting spirit still a significant element in our character? Did a propensity for violence grow out of it . . . a wanderlust . . . a sense of community . . . or of intolerance? Does a frontier spirit still spur us on?

* Accounts from early settlers, like the Rev. Alexander Whitaker's *Good News from Virginia* (1613) and John Hammond's *Leah and Rachel* or *The Two Fruitful Sisters, Virginia and Maryland* (1656), portray America as an earthly paradise

* The Lewis and Clark Expedition is commissioned by Jefferson to explore the resources of the Louisiana Purchase. This and other expeditions initiate an important genre of literature in America—Francis Parkman's famous account of the journey, Frederick Jackson Turner's study of the frontier as the central factor in shaping the American character, Owen Wister's novel *The Virginian*, a romanticization of that new American, the Westerner

* The Donner Party and its trials symbolize the Westward rush, the hunger of land and riches, the hazards of pioneering and the eventual conquest—not without heavy cost—of the continent

"How you gonna keep 'em down on the farm after they've seen Paree?" Title and refrain, 1919

In the America of the young immigrants dreams, the cities were paved with gold. They offered a new kind of frontier, where people build up rather than out. Though the American city could not fulfill the rosiest expectations, its most squabbling neighborhoods often seemed to offer more hope than the back-breaking toil and stifling insularity of rural Europe—or, for that matter, of rural America. And once we had tamed the land and made it productive, we began congregating more and more in cities, until prosperity after World War II touched off the spectacular growth of suburbs. The result: 7 out of 10 Americans now live in cities or their suburbs compared with 5 percent 200 years ago. Are our biggest cities becoming places where only the rich and poor live, while the middle class commutes from suburbia? Will the sophistication and bright lights of the cities continue to lure people from all economic levels? To a great extent, urban man has lost touch with nature, yet he remains nostalgic about rural America. Does Jefferson's old vision of an agrarian society have any meaning for us today? Or does modern urban living require a new mood, a new communal ethic? Why do we live in cities, anyway—because we want to, or because we have to? Is urban America really all that different from rural America—in this age of high-speed communications, interstate highways and nation-wide chain stores?

* The city-in-fiction: Dreiser's *Chicago in Suffering*, Henry Roth's *New York in Can't Sleep*, Jack Kerouac's *San Francisco*, J. P. Marquand's *Boston*

* Jane Addams and Ellen Gates Starr establish Hull House, one of the first settlement houses in America, in 1889, to help what Addams calls "the city's disinherited." This pioneering effort in Chicago influences many other cities

* The skyscraper is born in America in the last quarter of the 19th century. Early examples are the Equitable Life and Western Union Buildings in New York, which make full use of the elevator. In this century, large suburban developments like Levittown grow up, as do new towns such as Columbia, Maryland. Reston, Virginia, Lake Havasu City, Arizona and Lysander, New York, which attempt to bring the conveniences of urban life to rural settings

is what makes America what it is." Gertrude Stein

Once it was the limitless land, the land of plenty. And so we used it—felling forests, working farmland, drawing minerals from the earth. The land is our most fundamental resource, everything comes, one way or another, from it. We have tamed the land to make us prosperous, our farms produce more of the world's exportable grain than the Middle East does of the world's oil, and our factories produce an enormous amount of the world's goods. But we use great amounts of natural resources. Have we pushed too far? Must we now be mindful not of exploiting nature but conserving it, is there enough for all? Conservationists like Teddy Roosevelt sounded early alarms, but they were largely unheeded. Must we now conserve dwindling resources by making do with less? Or can we count on our technology to bail us out as it so often has? How should we respond to insistent demands from a starving world that we distribute our resources more equitably? Will we have to arrest the spread of the suburbs to put more land back into farming? Hard choices may lie ahead. Will our grandchildren sing of "America the Beautiful"?

* Tennessee Valley Authority, Hoover Dam, Lake Mead, Lake Powell: public works to achieve flood control, provide new sources of energy, conservation and, not so incidentally, recreation

* Despite the flight to cities and suburbs, the farm remains one of America's drive-shafts, and agriculture one of its biggest businesses. Even in the two most populous states, California and New York, agriculture is the major industry

* In 1962, Rachel Carson's *Silent Spring* launches the environmentalist movement by warning the nation of the damage caused by DDT and other pesticides. By 1973 the U.S. Environmental Protection Agency has banned DDT for most uses, citing its potential health hazard to man

"The instinct of ownership is fundamental in man's nature." William James

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* The Homestead Act of 1862 offers quarter-sections—160 acres—to any head of a family who agrees to till the land for 5 years. Free land, a goal sought by Westerners for generations, is attained. The measure helps settle the American West but falls short of its goals because most good land is already settled

* In 1872 Congress creates the National Parks System, preserving vast wilderness areas. Yellowstone is the first park established, for the benefit and enjoyment of the people. Yosemite, only one of dozens of national and state parks, is bigger than the state of Rhode Island

* Zoning laws protect the interests of the community at large and affect the quality of lives. Some laws bar commercial and industrial development from residential areas or set minimum acreage requirements to prevent overcrowding, setting limits to what an owner is permitted to do with his property

"Certain Unalienable Rights"

October 26/
November 1:
Freedom of Speech,
Assembly, and
Religion

"Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." First Amendment to the Constitution

"Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!" Patrick Henry

"Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us." William O. Douglas

Among the "unalienable rights" that we cherish, perhaps the most basic are the rights to say what we want, when we want and where we want; to assemble with others to talk freely; and to worship in the way we choose. Our Founding Fathers, who had seen the corrupt side of governmental power, insisted on First Amendment liberties as a bulwark against tyranny. But are these rights absolute? Most of us don't really want others to be able to say or write anything anywhere, at any time, so we limit these basic rights. Hanging witches, ban-

Now why did these people, in this land, seek independence to begin with? And why is the Fourth of July so important to us? This month we will be concerned with the freedoms that the new Republic guaranteed to its citizens. We'll examine some of the basic freedoms for which the War of Independence was fought—and which affect our everyday lives as Americans. Or are supposed to! "We hold these truths to be self-evident, that all men are

November 2/8:
Freedom of the Press

"Our liberty depends on the freedom of the press, and that cannot be limited without being lost." Thomas Jefferson

"Freedom of the press is not an end in itself but a means to the end of a free society." Felix Frankfurter

"If all printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed." Benjamin Franklin

Without a free press, it is doubtful whether there could have been an American Revolution. The Revolution didn't just happen; preachers, pamphleteers and journalists were generating—and publishing—revolutionary ideas for many years. Some of the Founding Fathers wrote articles and essays that inflamed opinion; and the Constitution itself contributed to great public controversy. But if a free press helped to create America, on many occasions since it has seemed to divide it. From Tom Paine to the Pentagon Papers, the press and the Establishment have been adversaries, sometimes cordial, more often not. Some of the Founders feared that the spirit of the revolution would vanish without independent voices of conscience; by contrast, other ardent supporters of the Constitution have

created equal, that they are endowed by their Creator with certain unalienable rights...." So read the familiar words of the Declaration of Independence; and Jefferson wrote, two years before his death: "Nothing, then is unchangeable but the inherent and unalienable rights of man." Yet all through our history, it has proved harder than it might seem to defend these rights—and even to define them. Some of our most fundamental freedoms were not

November 9/15:
Freedom from Search
and Seizure

"The rights of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated." Fourth Amendment to the Constitution

"The right to be let alone, the most comprehensive of rights and the right most valued by civilized men." Louis D. Brandeis

"Liberty is the only thing you cannot have unless you are willing to give it to others." William Allen White

The nation's founding peoples feared a nighttime knock on the door by British soldiers; they appreciated the danger of laws enforced without due process. Freedom from search and seizure particularly mattered to them. Modern technology has added new and disturbing dimensions to the fears that prompted the adoption of the Fourth Amendment. Concealed cameras with telescopic lenses, tapped telephones, listening devices that can hear through walls, computer data banks that recall the most minute details of our lives—all are instruments that could be used by tax auditors, credit investigators, and personnel managers to snoop on us. Small wonder that the courts have been broadening the Fourth Amendment to support a right to privacy against many new

initially written into the Constitution, and even today, the exercise of our freedoms is a matter of debate, regularly contested in our courts. Are our ideals diluted in practice? By what standards do we interpret and extend equality? Are some of us more equal than others? If liberty and duty, rights and responsibilities, go hand in hand, how unfettered can freedom be? To what extent is freedom limited by responsibility?

November 16/22:
Equal Protection
Under the Law

"No person shall be deprived of life, liberty, or property, without due process of law, nor shall private property be taken for public use without just compensation." Fifth Amendment to the Constitution

"We hold these truths to be self-evident that all men and women are created equal." Seneca Falls Declaration of Sentiments, 1848

"For de little stealin' dey gits you in jail soon or late. For de big stealin' dey makes you emperor and puts you in the Hall of Fame." Eugene O'Neill, *Emperor Jones*

Laws, exceptions, compromises! What makes them all work is a basic guarantee that we have as Americans: equal protection under the law for every citizen. Many of our legal and political traditions have been occupied with giving concrete, practical meaning to the ideal of equality. Yet laws are made by fallible legislators and enforced by fallible police, judges and juries. Women, Blacks, migrants, immigrants, religious dissidents—many groups have sometimes suffered second-class treatment at the hands of the majority. Have they also received second-class treatment from the courts, or equal protection and justice? "We are under a Constitution," wrote Charles Evans Hughes, one of the chief justices of the

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The Sedition Act of 1798 threatens anyone who utters or writes "false, scandalous and malicious" comments against the government of the United States with fine and imprisonment.

In *U.S. v. Cruikshank* (1876) the Supreme Court holds that the right of the people to assemble peacefully for lawful purposes existed long before the Constitution was adopted. The Court traces the right to English law and describes it as a distinct, separate and independent right.

The 1963 March on Washington, led by Dr. Martin Luther King, Jr., demonstrates the importance of mass assemblies as a way of shaping public policy in the area of civil rights. Such meetings, sometimes marked by violence, become an important tactic again during the Vietnam War.

Benjamin Franklin

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John Peter Zenger, a New York publisher, is tried in 1735 for libelling the royal government. His acquittal, on the grounds that he had printed the truth in his newspaper, leaves writers free to criticize the government.

"Yellow journalism." The Hearst papers so inflame public opinion that the Government is encouraged to go to war with Spain over Cuba in 1898. At one point Publisher William Randolph Hearst cables an artist for his papers in Cuba: "You furnish the pictures and I'll furnish the war."

The Government in 1971 seeks to halt publication of the Pentagon Papers on national security grounds. The Supreme Court rules against this attempt, prior restraint by a 6-to-3 vote.

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Writs of assistance, general search warrants issued to the customs officers of the various colonies, first come into use in Massachusetts in 1751. They are used to ferret out all merchandise that has been slipped into the colonies without being taxed. The writs arouse such passion that their issuance is listed in the Declaration of Independence as a common grievance.

In the wake of the Russian Revolution, Attorney General A. Mitchell Palmer launches "Red-hunts" for subversive aliens and Communists, using forcible entry and deportation without cause.

Excessive use of telephone tapping, and abuse of "no-knock" and "stop-and-search" laws cause controversy in the 1970's and prompt Government agencies to reexamine how these practices should be revised.

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Progress in the concept of equality. John Winthrop's *A Modell of Christian Charity* (1630) declares all persons unequal. Jefferson's *Declaration of Independence* (1776) declares men are equal. *The Seneca Falls Declaration* (1848) proclaims all men and women equal. Constitutional amendments extend the vote to Blacks (Fifteenth), women (Nineteenth) and persons aged 18 to 21 (Twenty-sixth).

The Dred Scott case of 1857 rules that a black slave cannot establish his freedom by residence in a free territory and that slavery cannot be excluded from territories as Congress has legislated. After the Civil War, the Thirteenth and Fourteenth Amendments to the Constitution overturn the Supreme Court's rulings.

The *Plessy v. Ferguson* case in 1896 results in a Supreme Court decision that state laws giving Blacks "separate but equal" facilities on railroads are constitutional. This doctrine is reversed by the historic *Brown v. Board of Education* case in 1954.

"A More Perfect Union": The American Government

**November 23/29:
"In Congress
Assembled...": A
Representative
Legislature**

"Every man [in the Congress] is a great man, an orator, a critic, a statesman, and therefore every man upon every question must show his oratory, his criticism, and his political abilities." John Adams

"Bad officials are elected by good citizens who do not vote." George Jean Nathan

"Can this National Legislature be competent to make laws for the free internal government of one people, living in climates so remote and whose 'Habits and Particular Interests' are and probably always will be so different?" Samuel Adams

In a sense, Congress is even older than the Republic. The Constitutional Congress of representatives from the states met in Philadelphia in 1774, and since then we have regularly elected representatives to serve and speak for us. But how far can the 535 legislators who assemble in that magnificently domed building on Capitol Hill really represent us as individuals? "Government of the people, by the people, and for the people" is one of our favorite catch-phrases. But with each member of the House representing an average of 500,000 constituents, is it a hollow phrase? When should a member of Congress follow his con-

America, too, is a political life. A very rare, risky, even fragile kind of political life—a democracy, in which (or so the theory goes) every citizen has an equal voice in the affairs of the country through his vote. What is unique about our form of democracy? The framers of our Constitution felt the need for "a more perfect Union" among the newly independent states and attempted to institute a federal system that would uniquely combine the advantages of liberty

**November 30/
December 6:
A President: An
Elected Executive**

"When a man assumes a public trust, he should consider himself as public property." Thomas Jefferson

"The buck stops here." Harry S. Truman

"My God! What is there in this place that a man should ever want to get into it?" James Garfield

Somebody has to "run" the government, so the founders made provision for a President. But they knew the dangers of kings and dictators, so they saw to it that the President would have no hereditary rights and that his power would be circumscribed by law. For the framers of the Constitution feared above all the concentration of power in one man or one organ of government. How has their design stood up in our century? Our spectacular growth has helped make the presidency increasingly powerful and complex. On the night he was inaugurated in 1801, Thomas Jefferson had to wait like everybody else at his boarding house until there was a table for him in the dining room. Quite a difference from what has lately been called "the imperial presidency." How can so remote and overworked an executive respond to the people's will? How can he even know what our will may be? Does

and stability. "Power checks power" was the maxim they followed, and they crafted a delicate balance among the institutions of the new Republic so that none would become too strong. How well has the doctrine of separation of powers among executive, legislative and judicial branches worked? Our theory of judicial review of the Constitution? Our political parties? For a long time not everybody had a vote. Now that the franchise is nearly universal, how

**December 7/13:
"The Government":
The Growth of
Bureaucracy**

"Government, even in its best state, is but a necessary evil, in its worst state, an intolerable one." Thomas Paine

"I saw the Civil Service debauched and demoralized. I saw offices distributed to incompetent and unworthy men as a reward for the lowest of dirty partisan work. I saw many men employed to do the work of one man. I saw the money of the people shamefully wasted to keep up electioneering funds." George H. Pendleton, 1883

"I don't make pkes. I just watch the government and report the facts." Will Rogers

Little more than a century ago, 51,000 civilians worked for the United States government. Today 3,000,000 do so. This vast bureaucracy administers and enforces laws, collects taxes, pays pensions, insures bank deposits, operates dams, regulates farms and industries, busts trusts, investigates crimes, prosecutes offenders, gathers intelligence. Is this what we mean when we talk about "the Government"? Does it in fact wield excessive powers? Certainly it can irritate us with its red tape and its remoteness. But it also administers programs that reach practically every American—from

much does the vote of a single individual matter? The men who wrote the Constitution thought that one key to a good society was to vest power in the people. But under democracy's system of "representative government," the people then delegate that power to elected officials whose performance may—or may not—please them. What can the people do if their displeasure grows too great?

**December 14/20:
"By Consent of the
States..."**

"The powers not delegated to the United States by the Constitution nor prohibited by it to the States, are reserved to the States respectively, or to the people." Tenth Amendment to the Constitution

"I needed the good will of the legislature of four states. I formed the legislative bodies with my own money. I found that it was cheaper that way." Jay Gould

"I am not a Virginian, but an American." Patrick Henry

Having fought a war against a remote central authority, the framers of the Constitution were sensitive to criticisms of the new Federal government as not sufficiently close to the people. They might, then, be pleased to know that there are now more than 90,000 other governmental units in the United States. Besides the fifty states, there are countless elected representatives in cities, towns, counties, villages, school boards, port and tunnel authorities, highway commissions, sewage districts, power boards and water regions. There are also metropolitan and regional authorities that enable us to deal with interstate problems without going to Washington. Plainly, a great deal of America's government is not at the

of one people, living in climates so remote and whose Habits and Particular Interests are and probably always will be so different?" Samuel Adams

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In the Constitutional debates, the South wants to count slaves as part of the population for purposes of representation in Congress but not for direct taxation. The North wants the opposite. Through compromise, three-fifths of the slaves are counted for both representation and taxation.

Senators are originally elected by state legislatures. After the 17th Amendment is ratified in 1913, they are elected by popular vote.

The Kansas-Nebraska Bill of 1854 opening the Western territories to slavery, causes such popular revulsion in the Northeast and the upper Midwest that a new political party springs up. First gathering at Jackson, Michigan in 1854, it calls itself the Republican Party. The Whig Party, divided since 1850 over slavery, all but vanishes by 1860, leaving in commanding position the two major parties that still control American politics—Democrats and Republicans.

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Andrew Jackson becomes the first "people's President." With several states abolishing property qualifications for voting, he is elected by Western farmers and Eastern workers. Mobbs descend on Washington for the inauguration of their hero in 1829, and Jackson throws the White House open to them.

Presidents clash frequently with the other branches. Wilson with the Senate over ratification of the League of Nations (he calls his chief opponents "a little group of wilful men, representing no opinion but their own"). FDR with the Supreme Court, which he tried to pack with his appointees. Truman with what he dubbed the "Do-Nothing," 80th Congress in 1947-8.

A tradition against a third term grows from Washington onward, but FDR breaks it in 1940 with a third term, and again in 1944. In reaction, Congress in 1947 moves to make a two-term limit constitutional. The Twenty-second Amendment, ratified in 1951, puts a two-term limit on the presidency and sets ten years as the maximum number a person may serve in the office.

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Loyalty and party service are at first the chief qualifications for government positions—the "spoils system." Under the Pendleton Act in 1883, competitive examinations are required for branches of the public service that are "unclassified" by the President or the Congress. The act establishes a Civil Service Commission and a merit system.

The life and death of a government agency. Lyndon Johnson creates the Office of Economic Opportunity in 1964 to wage his "war on poverty." Richard Nixon virtually dismantles it in 1973, scattering its surviving functions among other agencies.

Early in this decade, the Department of Agriculture learns that it has more employees than there are American farmers. At almost the same time, however, the official Government bureaucracy is strunk by a postal reform measure creating an independent U.S. Postal Service, ending direct Government control of the mails in 1971.

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"I am not a Virginian, but an American." Patrick Henry

Having fought a war against a remote central authority, the framers of the Constitution were sensitive to criticisms of the new Federal government as not sufficiently close to the people. They might, then, be pleased to know that there are now more than 90,000 other governmental units in the United States. Besides the fifty states, there are countless elected representatives in cities, towns, counties, villages, school boards, port and tunnel authorities, highway commissions, sewage districts, power boards and water regions. There are also metropolitan and regional authorities that enable us to deal with interstate problems without going to Washington. Plainly, a great deal of America's government is not at the Federal level. We are all citizens of our towns and states, as well as the nation, even if we don't hold "town meetings" any more. Would we have a better society if more power and responsibility were retained locally? What would we sacrifice thereby? In what areas should each state have the right to decide what's best for its inhabitants? Should we be limited by inherited local and state boundaries, given present conditions? Do we need more or less uniform national standards?

At the Hartford convention of 1814, Federalists who disapproved of the War of 1812 advocate states' rights and nullification—the doctrine that any state has the right to oppose a Congressional action that it believes is a violation of the Constitution. They are accused of verging on secession.

William M. Tweed symbolizes the growing power and corruption of big-city political machines in the 19th century. Boss Tweed's Tammany Hall steals millions, is in absolute control of New York politics. Tweed himself says, "As long as I count the votes, what are you going to do about it?" From 1900 to 1917, municipal reformers work for more modern, honest city governments.

In the early 1960s the Supreme Court moves to end the disproportion among districts in state legislatures which permitted rural legislators to control state assemblies and senates long after a majority of the population had become urban. Reynolds v. Sims establishes the one-man, one-vote rule requiring seats in both houses of a state legislature to be apportioned on the basis of population.

January 11/17: The American Work Ethic

"Never put off till tomorrow what you can do today." Folk saying

"I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by work." Thomas Alva Edison

"You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day—all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy." William Faulkner

In the largely self-sufficient society of colonial times, the individual worker could often see and sample the fruits of his labor immediately. On farms and plantations, in workshops and trading centers, working may have meant something more than merely "having a job." Maybe it was then that the phrase, "the work ethic," was born. But what's "ethical" about work? In colonial days it was believed to be good in itself, a religious duty. The hardship of work was seen as a test of character, the routine as a source of discipline, the activity as a means of fulfillment, and success as a proof of moral worth. Do we still look at it that way?

January 18/24: Organization of the Labor Force

"Labor unions are the worst thing that ever struck the earth because they take away a man's independence." Booklet distributed to Ford workers, 1936

"Some day men will work together in a grand scheme. But until that day the trade union must stand as the only safeguard of the working man, the only instrument by which he can maintain himself and his family." Clarence Darrow

"More!" Samuel Gompers

Even as Thomas Jefferson was extolling the virtues of an agrarian society, a very different sort of society was coming to life along the swift-flowing rivers of New England. Yankee ingenuity, abundant water power, scarce labor and new labor-saving machines—all combined to give rise to the factory, and to a revolution that rivaled the American Revolution in its meaning for mankind. As industry grew, so did its demands for workers: millions of immigrants filled the factories and mills—human tools, replaceable parts on production lines. The nature of work began to change, and with it the concept of dignity and even the reason for working. Laborers began seeking some

America is a workplace—and Americans may well be the hardest working people on earth. To settle an untamed land, to turn it into an independent nation, to push its borders across a continent, to build cities and factories and farms where there had been only wilderness, to establish the most prosperous nation in the world—all that took incredibly hard work, some of it slavery and exploitation. What is the meaning of the American "work ethic"? How does

our work affect our lives, and how has it affected the nation? The opportunity to succeed drew millions to America, and many saw hard work simply as the way to seize that opportunity. Yet increasingly the aim of free labor in America has been to gain more advantages and more productivity for less and less toil. At the beginning of the Republic men were closely tied to the end result of their work, but today, we often do not even see the end result. Do we take

January 25/31: The Welfare State: Providing a Livelihood

"Once I built a railroad, made it run, Made it race against time, Once I built a railroad, Now it's done—Brother, can you spare a dime?" E. Y. Harburg

"I believe in the dignity of labor, whether with head or hand, that the world owes no man a living but that it owes every man an opportunity to make a living." John D. Rockefeller

"If a free society cannot help the many who are poor, it cannot save the few who are rich." John F. Kennedy

Suppose we can't find work, or are physically unable to work! Should we be provided with the necessities of life? What are the necessities anyway? These questions grow ever more vexatious as America's cities, states, and Federal government stagger under a huge and growing bill for social programs. In New York City, for example, roughly one out of every seven people is on welfare. Does a "Welfare State" destroy the work ethic? Or is a measure of security necessary to give people the courage to take risks? Is there enough work to go around? If not, should the government create jobs? Should it subsidize socialists, voluntary national service, rotation of jobs, and new career patterns? Should workers

less pride in our work because of this? Naturally, we're concerned with what we earn. But are we, at the same time, concerned with what we do, or how well we do it? How have we divided up the fruits of our labor? What do we do with all the hours when we're not working? What becomes of us when we are unable to work? Or when we retire? How have we tried to make possible a life which is both productive and leisured?

February 1/7: Enjoying the Fruits of Labor

"Oh, why don't you work like other men do. How the hell can I work when there's no work to do? Hallelujah I'm a bum." Harry McClintock

"A life of leisure and a life of laziness are two things." Benjamin Franklin, *Poor Richard's Almanac*, 1746

"They talk of the dignity of work. Bosh. The dignity is in leisure." Herman Melville

Many Americans in the future are likely to be working less and less, and retiring earlier and earlier. Already, large numbers work a four-day week and enjoy a month or so of vacation. What do we do with all that leisure time? The question would have bewildered our ancestors; well into the 20th century, many of them worked 12 hours a day, seven days a week, in mills, mines and factories. Leisure was rare and highly prized; and until recently, most Americans thought it the prerogative of the very wealthy—or the very decadent. With more and more leisure, do we value it less? Do we live to work, or do we work to live? In the mid-19th century a British traveler wrote of Americans: "The money-making faculty is alone cultivated. All is confined to trade, finance, law and such local provincial infor-

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* Captain John Smith warns the young men of Jamestown in 1607 that if they persist in looking for gold instead of planting corn, they will not be fed.

* Many of the early settlers are spiritual descendants of John Calvin. This great 16th century reformer preaches the glorification of God by action—sacrifice, labor, discipline. Thrift, sobriety and industriousness are considered prime virtues, and prove useful ones as well in a society that is rapidly moving toward a money economy and industrialization.

* The wife of the early settler is a jack-of-all trades: she spins thread from wool or flax, weaves it into cloth, fashions the cloth into clothing, makes soap and candles, smokes meat, preserves fruits and vegetables, churns butter, brews beer, cooks and washes

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* With immigration swelling the ranks of laborers, hours run as high as 80 to 90 a week, and wages are so low that wives and children have to work as well. In 1890, the average pay for unskilled workers is \$10 a week.

* In 1869, Uriah Stephens, a Philadelphia tailor, organizes the Knights of Labor, open to all workers, skilled or unskilled, of whatever race or national origin. Membership grows to 700,000 by 1886, but the Haymarket Riot in Chicago in 1886 and the 1894 Pullman Strike lead to the Knights' decline. Many of its white, skilled members join the American Federation of Labor, formed in 1881. Its goals are an 8-hour day, 6-day week, better wages, job tenure and the abolition of child labor.

* Henry Ford creates the assembly line to turn out his automobiles. Its impact on other industries and on concepts of productivity is immediate. Automation, the second Industrial Revolution, changes the nature of work for millions after World War II, displacing blue collar workers at the rate of 2 to 3 million a year in the late 1950's and 1960's.

Suppose we can't find work, or are physically unable to work? Should we be provided with the necessities of life? What are the necessities anyway? These questions grow ever more vexatious as America's cities, states, and Federal government stagger under a huge and growing bill for social programs. In New York City, for example, roughly one out of every seven people is on welfare. Does a "Welfare State" destroy the work ethic? Or is a measure of security necessary to give people the courage to take risks? Is there enough work to go around? If not, should the government create jobs? Should it subsidize socialistic, voluntary national service, rotation of jobs and new career patterns? Should workers be retired earlier to make room for others? What is a "proper" age for retirement? And when one does retire, are Social Security and private pensions adequate? Who is to pay for welfare and how does it affect their work ethic? We have a long tradition of voluntarism, and some argue that private philanthropy, not government programs, ought to care for the aged, the unemployed, the hungry and the homeless. But can philanthropy cope with all of the needs of a complex urban society?

* As a result of the Panic of 1893, banks close, 156 railroads go into receivership, and unemployment mounts. By 1894, there are nearly 3 million out of work. An army of the jobless from the Midwest, led by "General" Jacob Coxey, march on Washington in the summer of that year to demand work relief programs.

* At Franklin Roosevelt's inauguration in 1933, some 15 million are out of work. The Works Project Administration is created with an initial appropriation of \$5 billion. By 1936 the WPA employs 4 million to build schools, parks, roads, irrigation dams. A branch of the WPA is the Federal Arts Project, which employs actors, painters and writers; another is the National Youth Administration, which helps 400,000 youths continue their education.

* The Social Security Act of 1935 provides old-age insurance beginning at age 65 and financed by an equal tax on workers and employer; unemployment compensation administered by the states but financed by a federal payroll tax; federal aid for destitute people; child health, maternity care; crippled children, the aged and the blind.

Many Americans in the future are likely to be working less and less, and retiring earlier and earlier. Already, large numbers work a four-day week and enjoy a month or so of vacation. What do we do with all that leisure time? The question would have bewildered our ancestors, well into the 20th century, many of them worked 12 hours a day, seven days a week, in mills, mines and factories. Leisure was rare and highly prized; and until recently, most Americans thought it the prerogative of the very wealthy—or the very decadent. With more and more leisure, do we value it less? Do we live to work, or do we work to live? In the mid-19th century a British traveler wrote of Americans: "The money-making faculty is alone cultivated. . . . All is confined to trade, finance, law and small, local provincial information." Are we indeed lost when we suspend our money-making faculty—our work? We have Hollywood and Broadway, the record and book businesses, mass spectator entertainments ranging from rock concerts to professional sports; leisure has become an industry itself! But do we really know how to relax? Great wealth has encouraged great art in other cultures. What is the quality of our cultural life? Will the arts flourish with greater leisure? Will politics and voluntary service? What is leisure for?

* Connecticut enacts "Blue Laws" in the 17th century to punish Sabbath offenders. One such law reads: "No one shall run on the Sabbath day or walk in his garden or elsewhere except reverently to and from meeting."

* Public education creates a large audience for the arts, encouraging the growth of native schools of writing, painting and music. The period 1830 to 1860 sees a literary renaissance. Washington Irving, William Cullen Bryant, James Fenimore Cooper, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Henry Wadsworth Longfellow, James Greenleaf Whittier, Nathaniel Hawthorne, Oliver Wendell Holmes and James Russell Lowell are all producing at this time.

* In 1973 Americans spend \$52.3 billion on recreation—and that sum doesn't even include travel items \$2.9 billion for admissions to spectator events, \$5 billion for magazines, newspapers and sheet music, \$2.2 billion on amusement parks.

February 8 through
March 6, 1976

"The Business of America. . ."

America is also a marketplace. Americans seem to have a gift for business, a genius for marrying technology and marketing. As a colony, we were a part of the British commercial structure; the American Revolution gave us economic as well as political independence. Shrewd and ambitious American entrepreneurs were able, in a remarkably short time, to transform the energies and resources of the new nation into the greatest wonder of the economic

world. To organize production so that the energies of the ambitious are channeled into a "profit" that serves the community as a whole—this has been the theory of the American free enterprise system; and by virtue of its success it has often been seen as a progressive and modernizing force, serving the community in a variety of ways. But are we too preoccupied with business? Does commercialism distort our values? This month we shall ask ourselves how

business and trade have affected our attitudes towards freedom and democracy, our philosophy of government, the way we live. How have our ideas of free enterprise changed over our history? Is government regulation necessary to keep business honest? Is it true, as Calvin Coolidge put it half a century ago, that "the business of America is business"?

February 8/14:
Private Enterprise in
the Marketplace

Civilization and profits go hand in hand
Calvin Coolidge
"I do not believe a man can ever leave his business. He ought to think of it by day and dream of it by night." Henry Ford
"I am not on Wall Street for my health." J. Pierpont Morgan

At the very center of the American economic system is the belief in free enterprise—the business equivalent of the frontiersman's rugged individualism. It meant the right to produce what you wanted, how you wanted, in whatever quantity you wanted, and to sell it wherever you could. How free—or private—is most enterprise today? As the nation pushed restlessly westward, private enterprise supplied much of the thrust. Imagination, initiative, the willingness to take great risks in the hope of reaping great rewards—these were what made the machine go. How significant are such traits in the American character today? The marketplace breeds competition which, so the theory goes, protects the consumer from high prices and fraud. The free enterprise system sees competition as a means of harnessing ambition to public benefit. Does it in fact lead to excellence? Or does it simply in-

February 15/21:
Empire Building:
Cornering the Market

"Life could be so beautiful. Life could be so grand for all it just a few didn't own everything. And most of us nothing at all." Parade Broadway musical, 1935
"The public be damned." William Henry Vanderbilt
"We can have democracy in this country or we can have great wealth concentrated in the hands of a few, but we can't have both." Louis D. Brandeis

Oil, steel, railroads—at one time these were individual empires. John D. Rockefeller's Standard Oil, Andrew Mellon's U.S. Steel, E. H. Harriman's Union Pacific—each offered staggering proof of what a single, hard-driving entrepreneur could do under the free enterprise system. Frick and Grace, Astor and Morgan, du Pont and Duke, Carnegie and Kaiser, Schwab and Guggenheim and Pullman—all amassed fortunes that made them the envy of kings. As they did, what was happening to free and competitive trade? And how did such immense concentrations of power affect workers in their efforts to strike fair bargains? The small business—the Mom and Pop shop—has a hard time in an age of supermarkets, discount stores, fast-food chains. How competitive are

February 22/28:
Subsidizing and
Regulating:
Controlling the
Economy

"Every monopoly and all exclusive privileges are granted at the expense of the public." Andrew Jackson
"The economic royalists complain that we seek to overthrow the institutions of America. What they really complain of is that we seek to take away their power. Our allegiance to American institutions requires the overthrow of this kind of power." Franklin Delano Roosevelt

"When hundreds of millions of dollars are given to bankrupt railroads, failing defense manufacturers, shipping interests and the like, the words welfare or relief are not used. Instead, such things are done to strengthen the economy." Earl Warren
The government of business has become the business of government. From the beginning, government assisted in the economic development of this country, but, for much of our history, "free competition" was not just a slogan but a reality. Nothing—not the Depression of 1873, the conduct of the Robber Barons, or the deepening disaffection of the workers—spurred effective government action against what Teddy Roosevelt called the "malefactors of great wealth"—until the Great Depression hit America with oceanic force. "Leave well

"I think that I shall never see A billboard lovely as a tree." Ogden Nash
"We talk about the American Dream, but what is that dream, in most cases, but the dream of material things?" Eugene O'Neill
"There's a sucker born every minute." Phineas T. Barnum

What America makes, America must market. For this reason, the search for new ways of packaging, promoting and selling products has assumed a decisive place in the American economic system. A huge marketing industry has grown up to make people aware of—and to want—a tremendous number of things. Even before the turn of the century the Sears, Roebuck Catalogue had become a window on a more sophisticated world for hundreds of thousands of rural families. Later, the mobilization of patriotic sentiment in World War I gave impetus to systematic use of the mass media for advertising and public relations. Today advertising invades all areas of our lives: we are sold not only on what to buy, but also on what charities to support, where to go, and whom to vote for. To what degree do advertising, merchandising and public relations—all native vocations—determine our taste and influence

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* French-born Pierre Lorillard sets up a tobacco manufactory, the first in the U.S. in New York City in 1760. His trademark is an Indian putting on a clay pipe and leaning on a barrel labeled "best Virginia." This begins the American tradition of putting a wooden Indian in front of tobacco shops. Other trade marks become famous as companies compete for mass markets and thus for quick recognition.

* Political advertising. Candidates lay out large sums for TV "buz" campaigns, sometimes achieve quick popular appeal. The cost of expensive TV time vastly increases the cost of campaigning.

* In 1969 Congress establishes a corporation and system for public broadcasting to present educational and cultural programs without the need for commercial support.

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* Theodore Roosevelt creates a Department of Commerce and Labor and a Bureau of Corporations in 1903 to investigate business corporations. His first victory as a trust-buster comes against Northern Securities Company which controls the Northern Pacific and several other railroads. The Supreme Court rules in 1904 that Northern Securities is a combination in restraint of trade.

* On October 29, 1929, the stock market crashes and stock losses total \$15 billion in 1929. Under FDR and the New Deal, banking and finance are reformed, the Federal Deposit Insurance Corporation is set up to insure bank deposits, all securities are required to be registered, the Securities and Exchange Commission is given broad powers to regulate stock exchanges.

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* By the time a golden spike is driven into the rails at Promontory, Utah in 1869, to span the continent, many railroad magnates are already established: the Hills, Harrimans, Vanderbilts, Fisks, Goulds, Huntingtons, Stanfords.

* Some empire-builders, John Jacob Astor, arriving from Germany in 1783 at age 20, makes a fortune as a fur trader. He later becomes a financier, leaves a \$30 million fortune. Andrew Carnegie brought to America at age 12, gets his first job in a cotton mill at \$1.20 a week. At 30 goes into iron and steel development. Amassing one of the greatest of all individual fortunes, he gives away some \$350 million for public benefits and endowments.

* Conglomerates become a phenomenon in the 1960's. CBS controls, among other enterprises, the Yankees and a book company. Holt Rinehart and Winston, ITT, owns the Speedwriting Institute, as well as a chain of hotels. Gulf & Western controls Paramount Pictures.

ness equivalent of the frontiersman's rugged individualism. It meant the right to produce what you wanted, how you wanted, in whatever quantity you wanted, and to sell it wherever you could. How free—or private—is most enterprise today? As the nation pushed restlessly westward, private enterprise supplied much of the thrust. Imagination, initiative, the willingness to take great risks in the hope of reaping great rewards—these were what made the machine go. How significant are such traits in the American character today? The marketplace breeds competition which, so the theory goes, protects the consumer from high prices and fraud. The free enterprise system sees competition as a means of harnessing ambition to public benefit. Does it in fact lead to excellence? Or does it simply insure the survival of the craftiest, the most powerful, the least scrupulous? In pursuing profit does business give the consumer a fair deal? When does competition cease to be healthy? Should the attitude be caveat emptor—let the buyer beware—or should the buyer be protected? What benefits does free enterprise bring us today?

* Americans prove to be marvellously ingenious at inventing and improving what they need: the Kentucky long rifle, the repeating pistol, the cotton gin, the reaper, the threshing machine, the plow, the safety pin and the sewing machine, the street lamp and the first practical typewriter. And, of course, the electric light bulb, the telephone, the Model T, and the airplane.

* Learning the ways of the city while doing charitable work, Horatio Alger begins writing books about rags-to-riches successes. He becomes an Horatio Alger story himself as his 119 books sell more than 200 million copies.

* Consumer protection becomes an issue in the early 1900's under prodding from the muckrakers and their books. Ida M. Tarbell's *History of the Standard Oil Company*, Upton Sinclair's *The Jungle*, Frank Norris' *The Octopus*. In the 1960's, there is an active consumer movement and by the 1970's the government creates a Department of Consumer Affairs.

American Issues Forum

March 7 through
April 3, 1976

America in the World

The conduct of foreign affairs presents contrasts as dramatic as any in our national experience. When Washington was leading the Continental Army and later, when he became President, the United States was struggling to establish its independence in the face of a larger rivalry between the two Great Powers—Britain and France. Two hundred years later, the United States has itself become one of the two Great Powers with far-flung economic

and military activities. Yet the main questions about American foreign policy have remained unchanged. What should be our posture in foreign affairs? How should we mix the four basic elements in foreign policy—the military, humanitarian, economic, and diplomatic? As a country born of a war for independence, we were long disposed toward self-sufficiency and isolationism. Yet as a country dedicated to the goal of freedom for all, we have a pow-

erful sense of mission to the other peoples of the world. As a land of immense natural resources and wealth, our power is felt in almost every corner of the world today. Rapid communication has reduced the size of the world. Has it also reduced our sovereignty? How well have we used our power? When and how have we abused it?

March 7/13: The American "Dream" Among Nations

"That which is good for communities in America is good for the Armenians and Greeks and Mohammedans of Turkey." American Board of Foreign Missions, 1881
"... into the hands of America God has placed the destinies of afflicted humanity." Plus XII, 1946

"Yankee, go home!" Popular Slogan

As a land of liberty and opportunity, America became a nation convinced of its mission "to make the world safe for democracy"; as a new nation, it has often felt a need to learn from older ones and to share new innovations in return; as a prosperous nation, it has often seen itself as the "breadbasket of the world," with an obligation to help the less fortunate. This humanitarian dimension in America's foreign relations helps to explain why legions of American missionaries have gone abroad in the 19th and 20th centuries, as well as the Peace Corps volunteers in recent years. It provided the impetus for the Marshall Plan, Food for Peace, and innumerable programs of cultural exchange, famine relief and international understanding. But can we help other nations without intruding in their affairs? We

March 14/20: The Economic Dimension

"No country on the globe is so happily situated... We need go abroad for nothing." Thomas Paine, *Common Sense*, 1776
"Fetter not commerce! Let her be as free as air. She will range the whole creation, and return on the four winds of heaven to bless the land of plenty with plenty." Patrick Henry
"Free trade! Free trade! The call for free trade is as unavailing as the cry of a spoiled child, in its nurse's arms." Henry Clay, 1832

There is no issue that has been more persistently debated in American history than that of trade. The tariff issue divided the North from the South prior to the Civil War and was hotly debated again in the 1880's and 1890's, and again in the 1920's. Today international trade remains a subject of frequent concern as Americans find their economy intertwined with those of other countries. American-based corporations account for nearly a third of free-world industrial output outside our borders—and the dollar remains the most important currency for international economic transactions. Yet, we have become a nation among interdependent nations: a crop failure in Russia directly affects the Los Angeles housewife, not

March 21/27: A Power in the World

"Then conquer we must, for our cause it is just—(And this be our motto—'In God is our trust')." Francis Scott Key, *Star-Spangled Banner*
"Security against foreign danger is one of the primitive objects of civil society. It is an avowed and essential object of the American Union." *The Federalist*, James Madison
"Speak softly and carry a big stick." Traditional saying

The American army predates the American Republic, and, as America grew and became an increasingly important power in the world, our military forces grew along with it. Today, we have armed forces stationed all over the world, an arsenal of weapons, and a vast and complex military bureaucracy. The very size and nature of our military power are themselves major factors in the complicated picture of contemporary world affairs. But overpopulation, dwindling natural resources, food shortages and the emergence of international corporations—all these call for different kinds of "power." Are we now more internationalist than isolationist? Or is it still possible to revert to a "Fortress America"? Rarely is a nation

March 28/April 3: A Nation Among Nations

"Peace, commerce, and honest friendship with all nations, entangling alliances with none." Thomas Jefferson
"The rest of the world—Ah! There is the rub." Franklin D. Roosevelt
"America cannot be an ostrich with its head in the sand." Woodrow Wilson

We like to think of ourselves as proudly independent, yet in just as many ways we are only part of a global web of dependence and interdependence. From the first we found ourselves dependent on outside intellectual, financial, diplomatic and military support; even the War of Independence became part of a European conflict. Yet the early Republic, physically isolated from Europe, preserved for the most part a policy of non-involvement, and later, with the Monroe Doctrine, it demanded that Europe stay out of the Western Hemisphere. In 1776, of course, it took weeks to send messages from New York to London, while today the President can telephone heads of state around the world: with the world shrinking, what happens to traditional diplomacy and the sovereign nation-state? What approaches are best suited to current conditions. The

"Yankee, go home!" Popular Slogan

As a land of liberty and opportunity, America became a nation convinced of its mission "to make the world safe for democracy"; as a new nation, it has often felt a need to learn from older ones and to share new innovations in return; as a prosperous nation, it has often seen itself as the "breadbasket of the world," with an obligation to help the less fortunate. This humanitarian dimension in America's foreign relations helps to explain why legions of American missionaries have gone abroad in the 19th and 20th centuries, as well as the Peace Corps volunteers in recent years. It provided the impetus for the Marshall Plan, Food for Peace, and innumerable programs of cultural exchange, famine relief and international understanding. But can we help other nations without intruding in their affairs? We have contributed often, and often failed.

Should we reduce our humanitarian attempts as too ambitious and optimistic? Or should we feel an obligation to do more? Should we rely on international institutions to care for the needy, or are unilateral and private programs more realistic? What does America stand for among the world's nations... democracy... commercialism... justice? Do others see us in a way that might surprise us? Is their dream of America a distortion or a fantasy?

* America as seen by others: Tocqueville of course, and Lord Bryce, Dickens and D. H. Lawrence. Gunnar Myrdal and Jacques Maritain. Dennis Brogan and, more recently, Jean-Francois Revel.

* In 1851, the "Great Industrial Exhibition" at London's Crystal Palace is a hit for America as crowds are intrigued with the ingenuity of many products from the U.S.—a solar compass, waterproof clothing, firearms, various machines. The *London Times* says: "Every practical success of the season belongs to the Americans."

* In the late 1800's newly rich American industrialists find European travel intellectually and culturally satisfying. Many collect European art, which later fills monumental museums and libraries. At the same time, American scholars and professional men study in Europe and bring back a familiarity with the most advanced methods of study and techniques of practice.

avowed and essential object of the American Union." *The Federalist*, James Madison

"Speak softly and carry a big stick." Traditional saying

The American army predates the American Republic, and, as America grew and became an increasingly important power in the world, our military forces grew along with it. Today, we have armed forces stationed all over the world, an arsenal of weapons, and a vast and complex military bureaucracy. The very size and nature of our military power are themselves major factors in the complicated picture of contemporary world affairs. But overpopulation, dwindling natural resources, food shortages and the emergence of international corporations—all these call for different kinds of "power." Are we now more internationalist than isolationist? Or is it still possible to revert to a "Fortress America"? Rarely is a nation either wholly selfish or wholly selfless in its relations with other powers. What are the guides to right conduct? An attitude like "My country right or wrong" may help explain our conduct in some cases. But can such attitudes justify intervention in another country's affairs? When we have erred, have we done so out of ignorance, innocence, or with intent? Has the spirit of the frontier, with its emphasis on violence and individualism, colored our relations with other countries? What is the role of the military in our foreign policy? How have our attitudes about morality among nations changed?

* In the 1840's and 1850's the phrase "Manifest Destiny" suggests the inevitable expansion of the U.S. It first refers specifically to the annexation of Texas, but soon is being used in the controversy with Great Britain over Oregon. Later it is used in connection with the annexation of Hawaii and the Spanish American War in 1898.

* A century of non-interventionism comes to an end with the Spanish American War of 1898, which marks the advent of the United States as a major naval power. In World War I and II American military might proves decisive in preserving representative democracies in Europe.

* After World War I, Henry Cabot Lodge heads the successful effort to keep America out of the League of Nations. A quarter of a century later, America enters the United Nations, and in 1945 becomes a signatory to the Charter

America cannot take an isolationist position with its head in the sand." Woodrow Wilson

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physically isolated from Europe, preserved for the most part a policy of non-involvement, and later, with the Monroe Doctrine, it demanded that Europe stay out of the Western Hemisphere. In 1776, of course, it took weeks to send messages from New York to London, while today the President can telephone heads of state around the world; with the world shrinking, what happens to traditional diplomacy and the sovereign nation-state? What approaches are best suited to current conditions: the "isolationism" of an independent America, which minds its own business until its interests are directly threatened? "Interventionism" by a Crusading America which sends troops overseas to save democracy? Or "internationalism" and an interdependent America which gives up a measure of its sovereignty to participate in international institutions and alliances? What is our proper role in international organizations or in regional alliances like NATO and SEATO? How can American best advance world order and world justice?

* America's political philosophy, legal system and values draw heavily on European influences, from ancient Greek democracy to English common law. Calvinism from Scotland, Roman Catholicism from Ireland and Italy, and Lutheranism from Scandinavia also shape American values.

* In 1793 George Washington issues a Proclamation of Neutrality urging Americans to be impartial toward England and France, which are then at war. The first President takes other opportunities, such as his Farewell Address, to warn against entanglement abroad.

* The United States joins a host of regional and international organizations, some tied to the United Nations, some independent of it. The Organization for Economic Cooperation and Development, the International Monetary Fund, the Food and Agricultural Organization and dozens of others help set policies among nations.

Growing Up in America

A unique mixing of peoples and religions, a virgin land, lofty ideals, a new republican form of government—together, these elements gave promise that a new kind of individual, the American, would emerge to work and trade and take his place in the world. From the outset certain social forces and institutions also molded our society and its members. We shall look at those forces this month and ask what sort of person they manage to create. Is there

such a thing as the "American character"? What part have our families, our schools, our churches and our communities played over the years in developing that character? All of those forces are now in the midst of tremendous change. Does it follow that the American character, whatever it may be, will also change tremendously? The American has always been an optimist, convinced that just about anything is possible. Is that changing, too, as vistas nar-

row and frontiers close down? What is it that keeps the American moving all the time—as if motion were almost an end in itself? Is it a restless search for new frontiers, a hunger for challenge? Where have we, as Americans, planted our deep moral roots?

April 4/10: The American Family

"The hand that rocks the cradle is the hand that rules the world." William Ross Wallace
"The happiest moments of my life have been the few which I have passed at home in the bosom of my family." Thomas Jefferson
"Come mothers and fathers, Throughout the land And don't criticize what you can't understand. Your sons and your daughters Are beyond your command. The times they are a-changin'." Bob Dylan, *The Times They Are A-Changin'*
The family has been the fundamental force in shaping the lives of most individual Americans. But a contemporary urban family differs from a farm family of colonial times, or an urban immigrant family of the late 1800's. How do these differences affect family members? Once the family itself provided largely for its children's education and religious training; it used their lives often, and determined the course their lives would take. The modern American family is different! In place of the great "extended" family (three generations living under one roof) the "nuclear" family is now most common (parents and their children only). The extended family gave its members a sense of security and belonging. Does the

April 11/17: Education for Work and for Life

"A Bible and a newspaper in every house, a good school in every district... are the principal support of virtue, morality and civil liberty." Benjamin Franklin
"The Common School is the greatest discovery ever made by man." Horace Mann
"The aim of education should be to teach the child to think, not what to think." John Dewey
The earliest settlers attached tremendous importance to education—for work and for life. Their efforts created a unique educational system. Until the early 1800's, most education was left to private initiative and benevolence; only New England had free elementary schools. Eventually, of course, free schooling was made available to all—at least in theory. What were the goals of this system? Was it designed to make people responsible citizens, or to train them for work? Or for life? Education in America has always been both public and private. Are the two different in purpose and quality? Our colleges are sometimes described as prep schools for banks, law firms, corporations and hospitals. Have they ceased to be real citadels of learning? Local control of schools has been a cardinal American principle. Has the infusion of federal aid affected that

April 18/24: "In God We Trust"

"If we will not be governed by God, we must be governed by tyrants." William Penn
"I don't believe in God because I don't believe in Mother Goose." Clarence Darrow
"The church is the door through which we first walked into Western Civilization; religion is the form in which America first allowed our personalities to be expressed." Richard Wright, *12 Million Black Voices*
Because many of the founding peoples were dissenters, seeking a kinder climate for worship, the new nation in 1789 did not establish religion. In fact, it insisted on separating church and state. Yet the importance of personal belief was widely accepted, and in this century even became a part of the national motto: "In God We Trust." The result has been a continual tension over the social role of religion. Some have argued that the churches should preach a social gospel to provide independent voices of conscience to criticize the state; others that it should concentrate on personal salvation and on pastoral counseling. What is the proper role of religion in our society? What impact have the churches had on our economy? On education and social service? Should the state support religious institutions?

April 25/May 1: A Sense of Belonging

"Nice town, y'know what I mean? Nobody very remarkable ever come out of it, 's far as we know." Thornton Wilder, *Our Town*
"There was always... the dream of a new chance a little farther on. Movement became a virtue, stability a rather contemptible state of mind." Dennis W. Brogan, *The American Character*
"Any old place I can hang my hat is home." William Jerome
Family, school, church... for the greater part of our history, these were part of closely knit villages or of distinct neighborhoods in the bigger towns and cities. A sense of the individual and a sense of community went together. A community is a place where a man has roots, where he knows everybody's name, where he goes to weddings, funerals, christenings, where he becomes himself. It gives a sense of continuity, a sense of place, a sense of belonging. What is left of this for most Americans today? We are breathtakingly mobile. Every year, nearly one out of every three American families packs its belongings, pulls up stakes and sets out for a new town, a new job, a new life, a new dream. Is a community anything more nowadays than a temporary resting

land/and don't criticize what you can't understand. Your sons and your daughters are beyond your command. . . the times they are a-changin' " Bob Dylan, *The Times They Are A-Changing*

The family has been the fundamental force in shaping the lives of most individual Americans. But a contemporary, urban family differs from a farm family of colonial times, or an urban immigrant family of the late 1800's. How do these differences affect family members? Once the family itself provided largely for its children's education and religious training; it used their labors often, and determined the course their lives would take. The modern American family is different! In place of the great "extended" family (three generations living under one roof) the "nuclear" family is now most common (parents and their children only). The extended family gave its members a sense of security and belonging. Does the fragmented family of today do the same? Once members of a family were largely dependent on one another; now they are increasingly independent. Are we really happy about that? Are family tensions and frustrations in fact any greater today? To a great extent, we keep the old and the young apart. Has this worked to the detriment of both? To what extent can other social forces replace the formative role of the family?

- The shortage of wives in colonial days prompts London officials to send over 60 young women in 1620 to be auctioned off (for roughly 150 lbs. of tobacco each). Describing the settlers' lives in colonial times, historian Allan Nevins writes: "Women shared the stoic courage and patient endurance of their men, and the children were brought up to regard the family as a close-knit clan in facing hardship."
- In 1850, average life expectancy at birth is 38.3 years. In 1970, it is 70.2 years, and nearly 10% of all Americans are 65 years and over. An increasing number of the elderly move to retirement villages, residence hotels or nursing homes where they will live out their lives separated by age from the rest of society.
- In 1973, some 913,000 couples, or one for every four marriages, are divorced in U.S. courts. In 1975, the number of divorces is expected to exceed 1,000,000. In 1972, the American fertility rate drops to its lowest level ever, well below the so-called replacement level. Even if U.S. families limit themselves to an average of 2.1 children—thus achieving zero population growth—America would have about 320 million people by 2043.

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- The Puritans believe that the only way to protect God's chosen people from contamination is to convert, banish or execute dissenters. In 1692, several young girls accuse old women of bewitching them, and before the mania subsides in Salem, Mass., 19 persons are hanged and one pressed to death.
- In Maryland, with Protestants in the majority, the Catholic Lord Baltimore sponsors the Toleration Act of 1649, granting freedom of worship to all who accept the divinity of Christ. In 1701 William Penn, a wealthy English Quaker, decrees more complete freedom of worship and a democratic government in his colony along the Delaware River.
- In 1925 a young Tennessee biology teacher, John T. Scopes, is tried for violating a state act prohibiting the teaching of Darwin's theory of evolution. He is defended by Clarence Darrow and Dudley Field Malone, prosecuted by William Jennings Bryan. Though convicted, his sentence is set aside on appeal.

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"Any old place I can hang my hat is home" William Jerome

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- Tocqueville notes the ardent tendency of Americans to form associations. "They have not only commercial and manufacturing companies . . . but associations of a thousand other kinds, religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes, in this manner they found hospitals, prisons, and schools."
- Shakers and Mormons and communal experimenters seek to establish utopian communities. 138 are founded by 1858, including New Harmony, Brook Farm, Oneida.
- Today we have 4-H Clubs, Girl Scouts and Boy Scouts, the YMCA and YMCA, the Red Cross, the League of Women Voters, Rotary and Kiwanis, Lions and Elks, B'nai B'rith and Anti-Defamation Leagues, church auxiliaries and Parent Teacher Associations, and many, many more. National, even international, communications help erase regional differences and bring cultural enrichment even to remote places.

Life, Liberty and the Pursuit of Happiness

May 2/8: The Rugged Individualist

to every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him—this, seeker, is the promise of America." Thomas Wolfe, *You Can't Go Home Again*

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." Henry David Thoreau, *Walden*

"I've gotta be me!" Walter Marks, *I've Gotta Be Me*

Rugged individualism, the idea of independence for each of us, is one of the most durable motifs of our history. It is at the root of our talk about freedom. It is at the root of our free enterprise, capitalist system. It is a pervasive theme of our literature and basic to what we as Americans think of ourselves. Is it a selfish idea? Can I assert myself except at somebody else's expense? And how much of a rugged individualist can one be in a country where everyone is presumably treated equally? Is "being me" possible without also being anti-social and anti-democratic? How does one go about "being me" while still obeying laws, observing conventions, honoring pledges of allegiance? What is "self-fulfillment" in a mass society? We celebrate past heroes, yet today

America, finally, is a dream; or perhaps a myth. Archibald MacLeish puts it another way. "America is promises," he says, and its promises have always motivated its citizens. The promise of self-fulfillment, of being free and independent. The promise of having enough to live decently. The promise of pleasure, of a life satisfying beyond mere drudgery. The promise of being new, young, in the forefront of an adventure, on top of things. The "unalien-

May 9/15: The Dream of Success

"Hitch your wagon to a star." Ralph Waldo Emerson

"When the one Great Scorer comes to mark against your name, he writes—not that you won or lost—but how you played the game." Grantland Rice, *Alumnus Football, The Final Answer and Other Poems*

"Nice guys finish last." Leo Durocher

This, then, is the dream: an individual, starting with nothing but talent and energy—and "making it." It's the persistent, pervasive Horatio Alger dream. Other peoples have embraced it, but it is a peculiarly American dream? America, after all, was the land of opportunity. Is it still? Our watchwords have been progress and improvement, growth and success. Must "making it" always mean winning in a competitive sense? Is anyone who fails therefore a loser, a Charlie Brown—or, worse, merely a nice guy? Not everyone can succeed. And not everything we have done has improved the world—or even our own lives. Has our pursuit of success, in fact, worsened our lives in some respects? What is genuine success? Is it to be found in money, fame, and power—or in self-respect? Can I be a success in my career and

able rights," ultimately, of "Life, Liberty and the Pursuit of Happiness." These dreams, these purposes brought millions to America's shores. Spurred by these goals, newcomers helped expand the country's industry, its trade, its borders, its wealth, its influence. In the closing weeks of this Bicentennial Year, American Issues Forum will look at some of these driving ideas and ask how important they are in our own American lives. Individualism, suc-

May 16/22: The Pursuit of Pleasure

"Let us all be happy and live within our means, even if we have to borrow the money to do it with." Artemus Ward

"Into each life some rain must fall." Henry Wadsworth Longfellow

"All the things I really like to do are either immoral, illegal or fattening." Alexander Woolcott

America is the only nation in the entire world whose Constitution guarantees the pursuit of happiness as an unalienable right. But just how do we Americans go about pursuing happiness? Is the pursuit of happiness the same for us as the pursuit of pleasure—"having fun"? Let's consider how we use our leisure hours for personal enjoyment, and what our spare-time activities say about our goals as individuals, as families, as a nation. Isn't one of the reasons we try to "succeed" so that we will have more ease, comfort, pleasure, happiness? The hardships of the revolutionary war, of taming the frontier, of building an economy with immigrants and sharecropper labor—all these assured that young America would not soon grow soft. But now our labor-saving devices, facilities for recreation, entertainment

cess, happiness, involvement—are these worthwhile goals? Or are they too self-centered, too trivial, too little concerned with the real problems of mankind? Are their illusions—promises fulfilled only occasionally, goals only rarely attained? Taken together, do they comprise a kind of American profile, a national characteristic? Or do they result in a caricature? Is the dream still valid? Or was it never real?

May 23/29: The Fruits of Wisdom

"America is a country of young men." Ralph Waldo Emerson

"... we must sail sometimes with the wind and sometimes against it—but we must sail, and not drift, nor lie at anchor." Oliver Wendell Holmes, *The Autocrat of the Breakfast Table*

"The American lives even more for his goals, for the future, than the European. Life for him is always becoming, never being." Albert Einstein, *Ideas and Opinions*

We think of ourselves as the most energetic people on earth, at work and at play—a nation with the happy experience of solving problems rather than despairing over them, a country with an ingrained optimism, and with an ability to roll up its sleeves to do a job. We cultivate vigor, an electric awareness of the now. We are always looking for something better, something new: "getting with it!" In doing so, do we neglect the values of the past? Do we risk devaluing the future? Do we squander our resources? Our traditions, our achievements, ourselves? The features that make America seem vigorous to some make it shallow to others, some long for the traditions that others are anxious to discard. With our strong national emphasis on forms of education, do

Walden

"I've gotta be me!" Walter Marks, I've Gotta Be Me

"Nice guys finish last" Leo Durocher

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In *The American Commonwealth*, James Bryce writes in 1888: "The desire of the individual to be let alone to do as he pleases, indulge his impulses, follow out his projects has been extremely strong in America... the circumstances of colonial life, the process of settling the western wilderness, the feelings evoked by the struggle against George III, all went to intensify individualism, the love of enterprise, and the pride in personal freedom."

Daniel Boone is our archetypal trailblazer. A hunter and surveyor, he opens the Cumberland Gap in 1775, enabling more than 300,000 people to pour into the new territories of Tennessee and Kentucky before the end of the 18th century.

Traiblazers of a different sort, miners, scientists, offshore oil drillers, artists, composers, businessmen at the forefront of developing industries, blacks and women establishing their rights. And of course, the astronauts who challenge space itself.

This, then, is the dream: an individual, starting with nothing but talent and energy—and "making it!" It's the persistent, pervasive Horatio Alger dream. Other peoples have embraced it, but is it a peculiarly American dream? American, after all, was the land of opportunity. Is it still? Our watchwords have been progress and improvement, growth and success. Must "making it" always mean winning in a competitive sense? Is anyone who fails therefore a loser, a Charlie Brown—or, worse, merely a nice guy? Not everyone can succeed. And not everything we have done has improved the world—or even our own lives. Has our pursuit of success, in fact, worsened our lives in some respects? What is genuine success? Is it to be found in money, fame, and power—or in self-respect? Can I be a success in my career and a failure as a human being? Can I be free and happy without being successful? Can we structure our society so that everyone can know the satisfaction of recognition? How has the pursuit of material success affected our morality and the way in which we value human life? As a nation, America is considered a success in the world. Others have tried to emulate our industry, politics, and culture. Would America be the success it is if we were not individually bent upon succeeding?

Gold! Johann Augustus Sutter's mill on the American River near Sacramento, California is the site of a gold find, and a frantic race is on. In 1849, some 80,000 prospectors and merchants flock to the area by land and sea. By 1850 California's population is 96,000, larger than Delaware's. Many find fortunes, but more spend them: coffee costs \$4 a pound, flour \$400 a barrel, and a large canvas tent rents for \$40,000 a year.

Novels like Dreiser's *The Financier* and *The Titan*, Booth Tarkington's *The Magnificent Ambersons*, William Dean Howells' *The Rise of Silas Lapham*, William Faulkner's portrayal of the Snopes family show another side of the American success story—what happens morally to the person who achieves it.

New millionaires are still made, in a wide diversity of fields. On Wall Street of course, and in fields like oil exploration, real estate, construction and shipping. But also in food franchising, record and book publishing, manufacturing of a host of new items from aerobics cans to transistorized mini-calculators.

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Fun in colonial times means quilting bees, card playing, whittling, fairs, cornhusking, weddings. In the early 1700's the Virginia Society has horse races, fox hunts, dances, card games. For others there are concerts and balls.

When Tocqueville visits America in the early 1800's he notes that not many people engage in sports. A far cry from today, with a year-round diet of participatory sports—golf, tennis, swimming, sailing, skiing, hunting, camping, hiking.

In 1973, \$1.3 billion is spent on motion picture admissions, \$1 billion on theaters, operas and non-profit entertainments, \$600 million on sports. One estimate is that American art museums have 70 million visitors per year; theaters have nearly 47 million, opera draws nearly 40 million and ballet draws nearly 12 million.

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One has only to look at the multi-billion dollar cosmetic and fashion industries to realize how concerned Americans are with staying young—and with being with it.

On the other hand, there is also a significant self-improvement trend—adult education classes, night schools, college extension courses.

Staying with it seems always to have been difficult in rapidly changing America. In *Future Shock*, Alvin Toffler points out: "Western society for the past 300 years has been caught up in a firestorm of change." In *The Autobiography of Henry Adams* (1918), Adams remarks: "History saw few lessons in the past that would be useful in the future, but one, at least, it did see. The attempt of the American of 1800 to educate the American of 1900 had not often been surpassed for folly, and since 1800 the forces and their complications had increased a thousand times or more. The attempt of the American of 1900 to educate the American of 2000 must be even blinder."

This nine-month calendar has been designed to help Americans explore our nation's 200 years through issues that continue to excite debate among us. It surveys our people and our land, our rights and our government. It examines the way we work, do business, and deal with the rest of the world. It looks at the institutions and ideals that shape us and our way of life. Its aim is that the nation pause for a few moments during its Bicentennial year and try to comprehend what it is that we have wrought on this continent with our impossible dreams and our impulsive, insistent energy; that we try to see what moved us and where it is we are heading. Are the forces that propel us now beyond our control? Or are we still capable, as a people, of taking hold of them and taming them as those who came before us tamed a wild land to their will?

If we as a nation are to debate these issues, answer these questions, and plan our future, it is essential that we all participate—as individuals and as families, through our schools, churches, community associations, service clubs, youth groups, and professional and labor organizations, assisted by our corporations, our local governments, and our media.

Because a national dialogue on these issues will need leadership, leaders of organizations, institutions, and the media must now ask themselves how they can best use the Forum to serve their members and their audiences with all of their special interests. They must decide what kinds of programs and what kinds of material are both desirable and feasible.

First, the media—press, television and radio, producers and publishers—may consider what they can offer to the unparalleled national audience which the Forum will provide. School systems, educational institutions and publishers may determine what syllabi and what materials may best bring into the classroom, week by week or month by month, these ideas which will be abroad in the land. Other organizations and associations, both at the national level and in their local chapters, may design the kinds of programs which will guide their own members to relevant aspects of each issue. And finally, foundations and corporations may plan to sponsor and finance special projects within the Forum, both locally and nationally, which meet their own goals.

In this brochure, the issues are presented broadly; and some groups may want to tackle them broadly, raising new questions as they go along. But the Calendar has also been designed so that every special interest group of which the planners are aware—every ethnic group and every religious denomination, every corporate enterprise and every profession, every political party and every lobby, with concerns as different as the constitution, the arts, or foreign affairs—can find in each issue the history of its cause; and such groups may develop very special questions which these pages have not raised. Meanwhile, other organizations may simply find that some specific monthly or weekly issues have compelling interest for them and so decide to concentrate on those alone.

There are many possible approaches to Forum participation; and many sources of help in designing materials for programs are available. There will be special Forum materials in our newspapers, week by week; relevant programs each month on radio and television; regular items also in specialized and popular magazines. A wealth of useful material can already be obtained from commercial publishers and film producers; public libraries will be ready with their assistance; workshop kits will be prepared for community leaders; and free reading lists for each issue will be available in our libraries, post offices, and banks when the Forum begins. Local universities, colleges and schools are resources with people ready to offer help in planning programs or in leading discussions. And city, state, and regional Bicentennial commissions—as well as the American Revolution Bicentennial Administration and the National Endowment for the Humanities in Washington, D.C.—may be called upon for advice. Finally, this brochure, in whole or in part, may be freely reproduced.

America is as much characterized by its rich variety of organizations and pervasive media as it is by its outspoken, independent citizenry. The American Issues Forum provides a chance for all of them to direct their energies and imaginations toward a unique celebration of the Bicentennial year. These are qualities which America has always prized. They are especially valuable now.

The American Issues Forum

is a program developed for the nation's Bicentennial under the auspices of

The National Endowment for the Humanities

and with the co-sponsorship of the



American Revolution Bicentennial Administration

The American Issues Forum has been developed by the National Endowment for the Humanities under the guidance of the following National Planning Group:

Daniel Aaron, Harvard University
Joan Ganz Cooney, Children's Television Workshop
Walter Cronkite, CBS News
Paul Foley, Interpublic Group of Companies, Inc.
Charles Frankel, Columbia University
Samuel B. Gould, Chancellor Emeritus, State University of New York
James Hoge, *The Chicago Sun-Times*
David M. Kennedy, Stanford University
Vito Perrone, Center for Teaching and Learning, North Dakota
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SECTION III

PROGRAM IDEAS

The Calendar for the American Issues Forum, a copy of which is enclosed in this Packet, provides a framework upon which a great variety of Bicentennial Programs may be erected. There are many efforts (described below in Section VI) under way to provide program organizers with a rich selection of materials and aids closely related to the Forum's Calendar. The purpose of this section is to suggest several ways in which that framework and those materials may be combined so as to provide opportunity for serious exploration of the nation's institutions, values, and traditions. Organizations, groups, and communities will obviously vary in the degree and character of their interest and in their capacity to mount programs. Program organizers will have to judge what is possible and useful. Many of the suggestions are for programs that could be organized on the extraordinary occasion of the Bicentennial by civic clubs, women's groups, libraries, churches, businessmen's associations, labor organizations, and community Bicentennial committees. Educational institutions would be capable of organizing any of the suggested types of programs, either as part of their regular processes of instruction, as extra-curricular activities for their students, or in their community service efforts; subsection E below suggests certain kinds of programs that may be particularly appropriate for educational institutions.

The American Issues Forum Calendar is designed to support both sustained, nine-month or thirty-six-week-long programs, and shorter programs which deal with only some of the topics and questions raised by the Calendar. Program planners will also find that the supporting publications and broadcast efforts (see Section VI of this Packet) are so structured as to permit a very wide range of program possibilities for groups of different types. Some program organizers may wish to organize nine monthly or thirty-six weekly programs; still others will prefer programs which deal with a selection of topics. Planners who find their time constraints such that they cannot

PROGRAM IDEAS-continued

begin programming in September, 1975, will find it possible to create coherent programs which begin later in the Fall or during the Winter of 1976. While program planners are free to adopt the Calendar to fit their particular interests or needs, they should remember that there are a number of supporting broadcasts and publications scheduled to appear coincident to the Calendar; therefore, they will often find that scheduling their discussions in accordance with the national Calendar will make it possible to utilize a rich array of materials.

The Program Ideas suggested below are listed under five general formats:

- A. Small Group Discussions
- B. Special Presentations for Large Audiences
- C. Regular Organizational Meetings
- D. Exhibits and Displays
- E. Formal Instructional Programs

In these suggestions, reference is often made to publication and broadcast projects which are preparing special materials for the American Issues Forum. Section VI of this Packet describes these efforts in some detail and contains information about where and how published materials may be obtained. When materials so described are mentioned in what follows, page references to that section are made in parenthesis.

The next section (IV) of this Packet contains general suggestions about planning programs, securing publicity for and disseminating information about them, and coordinating programs within a community. In both Section III and Section IV, we have frequently made suggestions that may seem perfectly obvious to those who are experienced in planning efforts of this sort. We have done so because it is hoped that the American Issues Forum will engage the participation of many citizens who have not had much previous experience in organizing such endeavors.

A.

SMALL GROUP DISCUSSIONS

The ultimate aim of the American Issues Forum is to engage citizens in active discussion of the abiding values and problems of American society. Consequently, small and informal discussion groups are as appropriate a way to participate in the American Issues Forum as are larger-scale events.

Almost any kind of organization can arrange for a series of such discussions among its interested members. Churches, libraries, educational institutions, labor unions, businessmen's associations, professional associations, existent study groups, and many others may take the lead in planning for such discussions. Individuals might also do so by gathering friends and neighbors in their homes. Group organizers will probably find that six to twelve persons

SMALL GROUP DISCUSSIONS-continued

is the best size for a group which aims at engaging all of its members in active participation in the discussion.

On the occasion of the Bicentennial, there may be many opportunities for creating ad hoc small discussion groups which bring together people who normally do not have an opportunity to consider one another's views about the nation's past, present, and future. Organizations interested in planning discussion programs are therefore urged to contact other organizations in their own community who might wish to join and share in the creation of such groups. For instance, ministers, priests, and rabbis meeting in the community or neighborhood ministerial association might arrange for the intermingling of congregations in several discussion groups rather than arranging for independent programs. Civic clubs might approach the local librarians to see if several such clubs might join in a program to be conducted at the library or with its coordinating help. Business and labor organizations might jointly plan such discussion groups so as to intermingle their members. Community Bicentennial Committees might also take the lead in constituting groups so as to provide for exchange of diverse opinions.

However the groups are constituted, usually one of the hardest tasks in planning a series of discussions is the selection and definition of the topics and questions to be considered. This task has been substantially eased by the publication of the AIF Calendar. Planners of programs which meet less frequently than once a week will want to select from the Calendar those issues which are of the greatest interest to their group. The Calendar raises many questions about each of the weekly topics, thus providing program planners with a rich mine of suggested lines of inquiry into our nation's past and abiding problems.

Another task which is usually difficult for discussion program planners is finding for the problems and questions they wish to discuss, material which is readily available and obtainable at little or no cost. One of the great advantages of planning Bicentennial discussion programs in conjunction with the American Issues Forum is that many efforts are being made to provide to discussion program planners, a considerable variety of materials directly related to the topics and questions of the Calendar. These materials include:

1. Weekly newspaper essays, "Courses By Newspaper" Project (p. VI-2): Each week of the Calendar a provocative essay, written by one of the nation's leading scholars, will appear in many of the nation's newspapers and deal with the topic and question of that week. Arrangements are now being completed to insure that the citizens of this region will find these essays carried in newspapers circulating in their town. In conjunction with the text of the Calendar itself, these essays provide short readings upon which weekly discussions could be based.

SMALL GROUP DISCUSSIONS-continued

2. Anthology-type readers, "Courses By Newspaper" Project (p. VI-2): For groups desiring more extensive readings keyed to the Calendar's topics, the Courses By Newspaper project is producing a two-volume anthology-type reader. Each of these volumes is available for purchase at \$4.95, and provides extensive selections on each topic. (A description of the anthology is included in this Packet.)

3. Community Guide, "Courses By Newspaper" Project (p. VI-15): An associated effort of the Courses By Newspaper project has produced a two-volume community and group discussion leaders' guide. The first volume covers the first four months of the Calendar; the second the last five. For each weekly topic the guide provides numerous suggestions for small group discussions. Some of these suggestions refer to the newspaper essays and the selections in the readers mentioned above. Other suggestions are for discussion based upon books listed in the American Library Association's bibliographies (enclosed, see also p. VI-16) which are keyed to the Calendar topics. Still others are for discussions based upon articles which have recently appeared in periodicals available in most libraries.

4. What Is America?/Discussions (Adult Version) (p. VI-4): This regional program is editing and publishing a two-volume series of discussion materials entitled What Is America?/Discussions. One version is designed for use in senior high school classes. An alternate version is intended for use by adult discussion groups. For each week of the Calendar, brief readings and suggestions of how they and the issues to which they give rise may be discussed are provided. A master copy of these volumes is available free to any group which requests one. Accompanying that master copy will be permission to duplicate as many additional copies as are necessary to provide members of the discussion group with copies of the reading materials.

5. Discussion-Starter Tapes: The University of Denver, in association with the regional program, is producing a series of ten-minute, discussion-starter oral tapes for each topic of the Calendar. The tape provides certain "classic" American statements, drawn largely from the generation of the American Revolution, which give the views then held by important segments of the American public. These tapes will be most useful for discussion groups which wish to compare contemporary views about institutions, traditions, and values with those of the Founding Fathers. Tapes may be obtained by sending blank tapes, and return postage to the address indicated on p. VI-5.

6. Bibliographies Keyed to the Calendar (p. VI-16): Discussions based upon the reading or reviewing of books will find convenient listing of books dealing with each of the Forum topics in the bibliographies prepared by the American Library Association and a regional bibliography prepared by this regional program. Copies of these bibliographies are enclosed with this Packet. Additional copies may be obtained as indicated on p. VI-16.

SMALL GROUP DISCUSSIONS-continued

7. Television Programming: A considerable amount of television programming has been arranged to support the American Issues Forum. Discussion groups may wish to schedule their meetings so they may begin a session by watching the television presentation and then proceeding to discuss it. Broadcast plans are outlined in Section VI-B; a schedule of such programs will be announced in late Summer of 1975 and thereafter. Recipients of this Packet will receive from this office advance information about the scheduling of such national and local television programming as soon as that information is available.

8. Organizational Publications: Several national organizations are publishing views on some or all of the Calendar's topics. These efforts are described in Section VI-D below. Groups interested in the views of such organizations or in the problems which they propose to treat may plan to base discussion meetings upon their publications.

9. Project Forward '76 Publications (p. VI-9): This project is publishing materials which will be of particular interest to religious groups. The materials consider the Calendar topics from the point of view of non-sectarian religious values.

10. Debaters' Materials, Bicentennial Youth Debates Project (p. VI-7): This project is producing substantive materials for use by debaters in high schools and colleges. These materials should be available at local libraries and schools and may provide additional materials upon which adult groups may base their discussions.

All of the above mentioned materials (with the exception of the essays published for the "Courses By Newspaper") contain suggestions to the discussion group leaders as to how they may be used, as well as what substantive questions about American society may be asked. The Calendar itself, of course, raises many such questions and some groups may find it possible to base discussions solely upon the Calendar.

B.

SPECIAL PRESENTATIONS FOR LARGE AUDIENCES

Many organizations are planning special American Issues Forum programs for relatively large audiences. Such programs may take many forms. Some are designed to be monthly events involving carefully-prepared, live presentations relating to Forum issues which will serve to stimulate discussion among the audience. Some additionally hope to serve as initiating events which are to be followed by small group discussions during the balance of the month they are scheduled. Still others are designed not as a sustained series of programs but rather as explorations of a single monthly or weekly topic of particular interest to the sponsoring group. Some are open to the general public; others are designed for participation by a specific group.

SPECIAL PRESENTATIONS FOR LARGE AUDIENCES-continued

Most large audience events require careful planning of initial presentations of the issues and points of view on them. These presentations may take several forms:

1. Two prominent advocates of conflicting positions on contemporary issues may be asked to present their views as a means of stimulating questions from the audience. This was a format that was once used on national radio in the very successful "Town Hall of the Air" broadcasts.
2. The same "Town Hall" approach may be employed in the presentation and discussion of conflicting views of how American society has, in the past, sought to solve the abiding issues with which the Calendar deals. If this means of initiating discussion is chosen, it will frequently be desirable to draw upon the knowledge of the American past possessed by academic specialists in nearby colleges, universities, community colleges, and schools. Once the views are presented, the meeting's moderator may guide the discussion to a comparison of the experiences of the past with present efforts to resolve the issues under discussion.
3. Many of the Forum topics deal with the operation of important institutions in American society. Local leaders of those institutions (the press, the church, the school, city or county planning offices, governmental entities) may be asked to initiate discussion by reflecting upon how the institutions for which they are responsible operate in the contemporary world. They may also be asked to explain how they believe them to have evolved, and what future development they think would be beneficial.
4. Many students in high school and college will be engaged in the Bicentennial Youth Debate program (p. VI-7). Adult groups might find very interesting the views presented by such debators on the topics of the American Issues Forum. Program planners who decide to initiate discussions and special events by this means may contact the Regional or State Coordinators of the Bicentennial Youth Debates (whose names and addresses are listed on p. VI-7 and 8) or this office for the names and addresses of local coordinators.
5. Alternatively, some Forum programs may begin with a panel discussion rather than a two-sided debate. Panels have the advantage of making it possible to hear more views on an issue than the debate format permits. They have the disadvantage of requiring more time for initial presentation of views. Although panels often fail to focus issues as clearly as is done in debate formats, the panel format may be advantageous in that it avoids over-simplification of complex issues. Panels may be constructed on several principles. One is to represent the diversity of views that exist in a community on a given topic. Another is to seek to bring into a community experts to provide information on a subject which is not ordinarily available without putting the guests in the position of being advocates of particular solutions to a stated problem. Still another is to combine panelists knowledgeable about the past with others involved in current affairs.

SPECIAL PRESENTATIONS FOR LARGE AUDIENCES-continued

6. Single speakers may also be used to make the initial presentation and thereby to stimulate discussion. Scheduling one speaker only will often be particularly advantageous when it is possible to obtain a noted public figure or an outstanding expert on the subject of the meeting.

7. Feature and documentary films can also be used to initiate discussion. An annotated list of films which are available from rental libraries and which deal with the issues on the Forum Calendar is available from the Educational Film Library Association (p. VI-16). Additional listings of films are contained in the enclosed bibliography prepared by the American Library Association.

8. Some institutions and groups may be able to arrange for dramatic readings or dramatic performances to serve as the initiators of discussion. Excerpts from American literature, political speeches, and other public declarations dealing with the issues of the Calendar may be used for such presentations. If programs feature dramatic performances, it will be desirable to appoint a discussion leader to start the ensuing discussion.

9. Large public Forums may also base their discussion upon all or part of special media presentations which deal with topics of the American Issues Calendar. It is usually impossible to obtain tapes of programs broadcast by the television networks. If such programs were to be used as the starting points of discussions, the live events would need to be scheduled so that the programs could be viewed while being broadcast. One series of television programming, featuring the essayists of the national Courses By Newspaper, is being produced through several cooperating institutions in the state of Utah (p. VI-13). Tape cassettes of these programs will be available to interested groups, and may provide an opportunity for planning programs based upon them. The PBS series (p. VI-5 and 6) may also be available in film copies for use by program planners; arrangements to make them so available are not yet complete and inquiries should be directed to this office.

C.

REGULAR ORGANIZATIONAL MEETINGS

The American Issues Forum Calendar also provides a basis for planning Bicentennial programs for the regular meetings of a wide range of organizations. Businessmen's civic and service associations, parent-teacher associations, labor unions, youth groups, women's clubs, and a host of other organizations will find in the Calendar and in the written materials and broadcasts being prepared to support the Forum, valuable ideas and resources for the planning of programs for their regularly-scheduled meetings during the Bicentennial year. Many national organizations are urging their local affiliates to incorporate the Forum in their meeting plans; some of these are also publishing comments or essays upon the Forum topics in their organizational

REGULAR ORGANIZATIONAL MEETINGS-continued

journals, in order to stimulate such local programs and provide organizational viewpoints upon the topics of the Calendar (see Section VI-D and E for a partial listing of such efforts).

All of the program ideas briefly described in the previous sub-section entitled "Special Presentations for Large Audiences," should be considered by the program chairman of organizations holding regular meetings. Some of the suggestions in the sub-section dealing with small discussion groups may also prove useful. Listed below are a few special comments about the adaptation of some of the previously mentioned program ideas for use by organizations in their regular meetings. It is recognized that it may be difficult to plan American Issues Forum programs for the Fall, given the lead-time involved in setting organizational programs. Nevertheless, it is hoped that the program chairmen of such organizations will consider American Issues Forum programs during the calendar year of 1976.

1. Speakers: Brief addresses to luncheon, breakfast, and other regularly-scheduled meetings are perhaps the most natural and normal programs for many associations. Organizations having frequent meetings may consider participation in the American Issues Forum by scheduling some of them, perhaps on a once-a-month basis, to be addressed by those in the community's schools or institutions of higher education who have special, professional knowledge of the American past. Alternately, as was suggested above in item B-3, those responsible for leading community institutions can be asked to reflect upon their development at the appropriate time according to the Forum Calendar.

2. Bicentennial Youth Debate Programs: The participants in the Bicentennial Youth Debates may be invited to present their points of view to organizational meetings. The Forum affords an unusual opportunity for adults to hear the views of youth on American institutions, values, and traditions. (For a description of the Bicentennial Youth Debate Program, see item B-4 above and p. VI-7.)

3. Book Review Programs: Some organizations may find it most suitable and convenient to arrange Forum programs by asking several of their members to review and present the viewpoints of important books dealing with American institutions. The American Library Association's Bibliographies, enclosed, and the Courses By Newspaper Community Guide: A Source Book For American Issues Forum Volume I and Volume II (p. VI-15) suggest several interesting works for each of the Calendar's topics. There are, of course, a great many other books which may be utilized in the same fashion and programs might well reflect the particular focus of interest of the group.

REGULAR ORGANIZATIONAL MEETINGS-continued

4. Informal Discussion: Some organizations, particularly those whose regular meetings are relatively small, may prefer to organize Forum programs by engaging in informal discussion. Questions raised by the Forum Calendar and the provocative insights on the American past published in the weekly articles published in the Courses By Newspaper project provide readily accessible and conveniently brief materials which could serve as discussion starters. Other discussion starting materials are available in the adult version of What Is America? being produced by this Regional Program (p. VI-4) and in the associated oral tapes (p. VI-5).

D.

EXHIBITS AND DISPLAYS

Local collections of books, photographs, paintings, and other art forms may be arranged as exhibits relating to the AIF topics. Many libraries in this region have committed themselves to arranging such book displays. Citizens groups planning to organize discussion programs should contact their local library to see if such plans have been made to serve as a resource center. If your group makes such contacts and finds the library willing to organize such an exhibit or collection, but in need of aid in doing so, have the local library contact the AIF Regional Program State Director or Regional Office for aid.

The Gaylord Brothers Bicentennial Special Program (p. VI-10) package for the American Issues Forum provides many reprints of pertinent articles and other materials at a relatively modest cost (\$50). This package is designed particularly for the need of small libraries.

Exhibits of photographs, paintings and art works need not, however, be confined to libraries. Such a collection or display in department stores, banks, and other commercial and non-commercial places with large pedestrian traffics (especially shopping malls) may serve as particularly good ways to attract participation in discussion, Town Hall, or other programs planned in your community.

Preparation of such a display might well be undertaken as a group program. Discussions of how to illustrate the meanings of the American past can engage the active participation of a group's members and serve as a valuable focus for consideration of that past.

Many exhibits relating to the bicentennial are being prepared by local museums and historical societies. A list of some of them is included in Section VII of this Packet. Tours to such exhibits or to other historic sites may provide a starting point for discussions of Forum topics.

E.

FORMAL INSTRUCTIONAL PROGRAMS

The American Issues Forum offers an opportunity to educational institutions to organize and offer special Bicentennial programs of a sustained character, either for the whole of the 1975-1976 academic year, or for some part of it. Special instructional materials supporting the Calendar have been prepared and are described below and in Section VI-A and B. Such offerings might be made either to regular students, as extension division efforts, or as non-credit community service programs. The suggestions below are given in very brief form, since educators interested in pursuing the American Issues Forum idea are familiar with the problems and opportunities of planning instructional programs.

1. Courses By Newspaper: The National Endowment for the Humanities is sponsoring two courses by newspaper in conjunction with the American Issues Forum; the first will cover the first four months of the Calendar's topics; the second will cover the last five months. In addition to the newspaper essays written by eminent American scholars (see p. VI-2 for more information) which will be published in newspapers throughout the region, the project has prepared a two-volume anthology of readings, of the sort commonly used in college survey courses, and study guides for such courses. Many colleges and universities in this region are already planning to offer credit for the Courses By Newspaper through their extension divisions. Others who may become interested in doing so should contact this Regional AIF Office for further information about making arrangements. High school advanced placement courses and non-credit adult education programs may also find these materials useful. No special permissions are necessary if an institution decides to offer non-credit programs. Users of these Courses By Newspaper materials may also be interested in the series of educational television programs being made through the cooperation of several institutions in Utah which will feature the essayists of the national Courses By Newspaper answering questions and objections to what they have written.

2. What Is America?/Discussions: Two volumes bearing this title are offered to high schools. One unit of instruction is offered for each week of the Calendar. Each activity-oriented weekly lesson is designed for use during one class day. These lessons can be incorporated in a variety of ways in existent courses, particularly those in American History and Social Studies. For further information see Section VI-4.

3. OURSTORY - Television Broadcasts and Print Material: WNET/13 in New York City is preparing a series of nine monthly dramatic television specials dealing with the topics of the American Issues Forum. This series will be carried by PBS affiliates across the nation during school hours. For each dramatic program, a sixteen-page teachers' guide is being prepared and will be sent to the social studies departments of junior and senior high schools across the nation. These guides include reproducible materials for student use. Although the guides are prepared for use at the junior high school level, the programs themselves are of a quality and character that they may be used at any level of instruction (see p. VI-5 and 6 for further details).

FORMAL INSTRUCTIONAL PROGRAMS-continued

4. Courses and Special Lecture Series: Colleges and universities may design other special courses for credit based on the AIF program, as one university already has. Faculty members may be recruited from relevant departments, each specialist speaking at free public lectures to the Calendar's 36 weekly topics. An American History Survey course--and others--may be coordinated with the lectures so students may join with the larger community in hearing a variety of scholarly perspectives on American society. Radio broadcasts of the series may be also possible.
5. Community Leadership Model: A community college or high school could enlist the knowledge of its community leaders through its Adult Education programs, and plan a series of local town-hall forums, during which political leaders, city planners, religious and judicial leaders, newspaper editors, among others, could discuss their own institutions in relation to pertinent AIF issues. Students, adult publics, and faculty members could be active participants. Such a course could also provide college credit.
6. Special In-Service or On-Campus Courses Designed for Teacher Certification: Using materials for the Courses By Newspaper project, plus those prepared for high school social studies classes, institutions of high learning can offer courses designed to serve teachers in public schools. Materials prepared for the Bicentennial year will continue to have validity for years to come; materials being prepared for the AIF may continue to be used--particularly in social studies offerings in schools.
7. Special Seminars and Colloquia: Some educational institutions may wish to emphasize one or a few of the monthly or weekly Forum Calendar issues, and do so with special seminars or colloquia on these topics. For instance, visiting scholars and permanent faculty might examine--before students or community--America's place in the world and its present search for a new foreign policy, in conjunction with topics pointed to by the Calendar's seventh month.
8. Simulations: A simulated constitutional convention or bill of rights drafting session may be planned in connection with the relevant Calendar topics. Participants (who might be students already enrolled in the sponsoring institution, or delegates from nearby schools, or members of co-sponsoring adult groups in the community) might be led to debate the rewriting of the Constitution or the Bill of Rights on the basis of their present views and their knowledge of what has happened since the 1780's. Several other Forum issues could also be treated in like ways.

SECTION IV

GENERAL "HOW-TO-DO-IT" SUGGESTIONS

The preceding section of this Leadership Packet describes many different types of American Issues Forum programs which may be organized. The problems encountered by program planners will obviously vary somewhat according to whether they are planning small group discussions, large public presentations, or formal instructional efforts. This section of the Packet describes some common problems which may be encountered by planners of all types of programs and makes brief suggestions of how to cope with them. It is hoped that many groups and communities who are not normally engaged in the conduct of programs similar to the American Issues Forum may become involved on the occasion of the Bicentennial. The section is, therefore, provided as an aid for those who may have little or no experience in the planning of such efforts, even though those who are experienced in organizing educational or extended discussion programs will probably find little here that is not already known to them.

A.

SUBSTANTIVE CHARACTER OF THE PROGRAMS

1. Whether you are planning for small discussion groups or presentations to larger public audiences, it is important to recognize that the American Issues Forum Calendar raises a number of important questions about each of the weekly topics it contains. Discussions or presentations which would attempt to deal with a whole range of questions raised by the Calendar text for a given week would, in all probability, produce very diffuse and unsatisfactory considerations of the ability problems of American society. It is better to begin each session with a fairly precise question, or a limited set of questions, and concentrate initial discussions or presentations

upon it, letting the process of discussion lead the group into other questions if time permits. Program planners are, therefore, advised to select from the several questions raised by the Calendar text for each week, one particular point of inquiry which will be of great initial interest to the intended audience.

For instance, the Calendar topic for the week of November 30 - December 6 is "A President: An Elected Executive." The Calendar text poses many questions about the Presidency: Have the original intentions of the founding fathers been carried out in the development of the institution? Has the office of the President grown too powerful? How can the President respond to the popular will? How can he control the government? Do we select Presidents on a valid basis? A presentation or discussion which would attempt to deal with all of these questions simultaneously would probably prove unsatisfactory to participants because it would deal with none of them in a sufficiently sustained and orderly fashion. It is, therefore, recommended to program planners and discussion leaders that they choose one particular question as a point of departure and provide to their audience some examples of how that question has arisen and/or is now before the American public. The published materials which have been developed to support the American Issues Forum take this approach. For instance, in the school version of What Is America?/Discussions, students are first challenged to consider how the extent of Presidential power to control domestic matters in time of war has been debated and defined in certain important episodes of our nation's history. From discussion of that particular question, they are then lead to consideration of other questions about the Presidency. Other specially published materials deal with other particular questions about the institution.

2. In planning American Issues Forum programs it should also be remembered that the intent of the Forum is not simply to consider and celebrate the events of the Revolutionary generation; nor is it to consider only contemporary public issues. It is, rather, to investigate the abiding problems of American society; problems which, because they are abiding, were important in the past and remain important today, and, in most instances, will presumably remain important tomorrow. The ideal American Issues Forum program is, therefore, one which considers today's problems in the context of past effort of Americans to solve similar problems. It was those efforts that produced the institutions, the values, and the traditions which constitute both the basis of contemporary problems and much of the American society's resources with which to deal with them. Most of the AIF's supporting publications, described in the preceding section and in greater detail in Section VI of this Packet, are designed with this understanding of the philosophy of the American Issues Forum in mind; they will, therefore, be most readily usable by programs which are planned to consider past and present together, rather than either separately.

For example, the lesson unit in the school version of What Is America?/Discussions, which deals with the topic scheduled for October 26 - November 1, "Freedom of Speech, Assembly, and Religion," provides to students information about how courts defined these freedoms in both the colonial period of American history and in the recent past. Most of the other materials being published are similar in that they also follow what may roughly be described

as a "then" and "now" format. Similar introductory approaches to Calendar topics would prove to be a useful and effective means of stimulating interest within a small group or larger audience.

B.

RESOURCES

Regardless of the type program or event which is planned, and despite the fact that published and broadcast materials will be readily available for use in such programs, program planners will have to consider how to obtain and organize local human, physical, and financial resources.

1. Human Resources: Most American communities contain a surprising number of persons who are knowledgeable about this nation's past and concerned and informed about the current manifestations of its abiding problems. Obviously, if there is a college, university, or community college in or near a community, program planners will look toward faculty as one group which can furnish the human resources needed for large scale presentations or the leading of small discussion groups. In every community, teachers in the public school system, particularly those who instruct in history or the social studies, will have much to offer to adult audiences as well as to their own students. Most teachers, with whom the staff of the Regional Program has been in contact have welcomed the idea that the American Issues Forum may provide them an opportunity to share their insights into American society with adult audiences. But remember that teachers at all levels of instruction have many commitments; some of them will be very heavily engaged during the Bicentennial year in American Issues Forum programs being offered by their own institutions, and in other Bicentennial efforts. Early contact with the school or college from whom you hope to obtain contributors to your programs is therefore strongly advised. As some of the program ideas in the preceding section of this Packet have suggested, however, there are many others besides those academic institutions who are able, and perhaps would be willing, to take a leading role in discussion groups in the making of presentations to larger audiences. Ministers, newspaper editors and reporters, leaders of business, labor, and governmental organizations, indeed, almost any person who has been seriously engaged in thinking about the American past as it relates to present problems can contribute much to such programs. Librarians, organizers of Great Books and other discussion programs, school and college directors of adult education programs, and program chairmen for social and civic groups are often familiar with the range of talented persons available in a community for such programs. These experienced local program organizers should be consulted and directly involved in the planning of programs for the American Issues Forum.

2. Physical Resources: In most communities this will be the easiest of the problems for program planners. Small group discussion programs can, of course, meet in private homes. Schools, churches, some civic and social organizations, libraries, lodges, union halls, municipal facilities, and many banks have meeting rooms freely available or available at token cost to programs such as the American Issues Forum. Your local Chamber of Commerce or librarian will undoubtedly have lists of such available meeting rooms which they will be glad to share with you.

3. Financial Resources: For most of the program formats suggested in the preceding sections, relatively little money will be needed. Major expenditures would be entailed only if an ambitious program of speakers from outside the community is planned. It has been the experience of those who have planned American Issues Forum programs that most speakers from within the community can be attracted on this special occasion to share their views about American society at no cost to the program planners, or for very modest honoraria. The published materials being developed in support of American Issues Forum programs are available either at little or no cost. The publication of local informational literature describing the schedule of programs would obviously entail costs, but simple leaflets can be produced by most organizations at very modest expenditures and your local newspaper, radio, and television station will often publish or make public service announcements free if you provide them with the information far enough in advance of the scheduled event. The following sub-section deals with how to go about doing so.

C.

PROMOTION OF PARTICIPATION IN PROGRAMS

Every American Issues Forum program requires a certain amount of promotional publicity to be most effective in attracting--and keeping--participants.

Happily, this is really not a formidable task. Rather it's simply one of listing the types of audiences you wish to reach, and then sending (or taking) information about your Forum program to those agencies which can reach them.

One form in which your information may be produced is usually termed a "press release," or "news release." While the next sub-section of this Leadership Packet goes into some detail on just how to write one, a press release really is, in a nutshell, a fact sheet about who, what, where, when, and why in factual, straight language. A fact sheet in "newspaper style" would be one way to say it.

Newspapers (weekly and daily), radio, and television stations are obvious choices for telling the story of your particular Forum program to the general public--and the "how-to" hints below are geared to such public media, but are adaptable to every other publicity outlet.

Other outlets which may be considered are neighborhood shopping papers, house organs of business, industry, and non-commercial ventures; trade journals of a specific business or industry; and informational bulletins of chambers of commerce, business, civic, and social organizations.

Many organizations--particularly in smaller communities--use a "news letter," which is type-written as an oversize, impersonal letter. These are often mimeographed, or otherwise inexpensively printed.

Other outlets or means for promotion are bulletin boards, such as the community boards at supermarkets and shopping centers, town halls, community centers, barber shops, etc.

"Envelope stuffers" are also a possibility. These are the brief printed informal memos sometimes enclosed with statements from banks or other businesses. Some companies, if arrangements are made well in advance--and particularly any involved with a Forum program or sponsorship--might consider such an enclosure with mailings.

Such enclosures--and poster-type announcements--usually require neatly printed literature. Many "quick copy" printeries are now available to print "camera-ready" copy. That is, whatever one brings in will be reproduced exactly in quantity with no type-setting by the printer. Cost is modest and perhaps a sponsor or supporter of your AIF program might pay such small charges. There is always the possibility someone in your organization is artistic and would hand-letter small posters for strategic locations, if asked.

Local libraries often have areas for posters, literature, and should be informed about your plans.

These are among the more obvious outlets which can be useful in the promotion of your local Forum programs. You can probably think of others in your locale of a similar nature.

One last reminder; when you ask for assistance in any of these areas of promotion, be sure and invite the company or organization to participate in your Forums; and when your programs are under way, drop them a thank you note for their cooperation.

D.

REPORTING FORUM ACTIVITIES

News and information about your group's American Issues Forum programs should be of interest to your local newspapers, radio, and television outlets.

This is a very brief outline of how to write and place stories about your organization's Forum programs.

The local newspaper in your area is a prime vehicle to carry such news. There may be more than one paper, or newspapers in nearby communities which circulate in the area. There are local radio stations which have broad area coverage. Television stations operate in metropolitan areas with the same interests as newspapers and radio.

The reporter for your Forum program will want to get the best exposure possible for the program's participants and sponsor. The media will welcome such news, but it must be presented in a form that is either a news story in itself, or in a fact sheet that can be used by the newspaper (or radio station) to write a factual story.

While the Forum will be of great interest to you and your co-participants, its activities are just one of many local news stories your own newspaper will be concerned with. Every editor must, daily or weekly as the case may be, select the most important or of most interest to his readers.

While it may be hoped that the paper will be able to send a reporter to Forum programs, most papers (and radio stations) are understaffed and overworked. So it's essential to provide the editor with the facts.

The mechanics are easy, simple, and common sense. Phone your editor for an appointment. When you talk to him at a time of his convenience, explain the AIF as briefly and logically as possible, with particular emphasis on your local group's participation as a community effort.

Be frank and explain you're not an experienced writer (unless you are), but that you will provide the facts in concise notes if he would like that.

And whenever you write anything for any media do it on the typewriter, on plain white paper, double-spaced, and on one side of the sheet only.

Explain to the editor why the Forum is important for the community and that it is a national Bicentennial program for all the people.

If you are asked to write the stories, follow the plan of the "five W's"--who, what, where, when, why--in all stories. If you can do it in the opening (lead) paragraph, so much the better. Example:

John Jones, manager of the Ourtown Chamber of Commerce, announced Tuesday the Chamber will sponsor weekly Town Hall programs relating to the American Issues Forum, as part of the town's Bicentennial efforts. The meetings will be held in the Town Hall every Thursday at 7 p.m. starting September 3.

Subsequent paragraphs would give additional details and particulars.

Whether you furnish the media with detailed notes or a complete story, observe some simple rules, such as: complete names--first, middle initial, last--spelled correctly, plus addresses, titles or occupations as deemed necessary.

Your information should be accurate and informative. Tell what happened in programs that have taken place, how others may participate in future programs, and who to contact (with a name, address, and phone number).

Observe the newspaper's or radio station's deadline and be sure your information is delivered ahead of time.

A story may be carried before a program--with details on the anticipated agenda--and another about "what happened" at the Forum. This one will require more time to briefly tell the highlights in an interesting manner (again with names as needed).

Such stories should hinge on the discussion of good ideas for America's future. Keep the facts straight, don't use colorful adjectives needlessly, nor four-syllable words where short words will be better.

Do not hesitate to ask the editor for suggestions; his job is to report the news of his community. If he knows you are trying to help him and his paper, he'll take the time and effort to help you.

E.

COORDINATION OF LOCAL PROGRAM COMMITTEES

In some communities there will be a number of adult groups planning American Issues Forum and other Bicentennial programs.

To attract participants and make the most effective use of special materials, speakers, and films, it probably would be helpful to have a "clearinghouse" or "community calendar" in each such town. The local public library or Adult Education Council or the Bicentennial committee (in those locales which have organized as formal Bicentennial Communities) would be a logical central agency for coordinating the activities of the various groups. Perhaps a volunteer (a member of "Friends of the Library" for example), could become the Bicentennial Community Coordinator for the Bicentennial period. A civic club could also undertake this role.

The goals of this coordinating effort would be:

- To facilitate the use of speakers (for example) who may come to talk to one group but who would be willing to address other groups during his/her stay in the area;

- To avoid conflicting meetings which would take audiences away from each group;

- To "brainstorm" program ideas with program chairmen of various local clubs and organizations;

- To share ideas among groups;

- To keep a schedule of events in a central location;

- To make a listing of available rooms (halls, restaurants etc.) where meetings could be held. (Such a list should show size of the room, rental cost, and special features; electrical outlets, kitchen facilities, availability of projector/screen, etc.);

- To contact schools, churches, and service clubs to establish availability of such items as movie projectors (8mm and 16mm), tape decks, screens, overhead projectors, etc. A community list of "what-is-where" and accessibility, cost of rental, and advance-notice time for obtaining such items would be an invaluable aid to program planners;

- To act as a "liason" to put sponsoring groups in touch with each other.

The coordinating may be broken down into using one volunteer coordinator to determine lists of personnel, and others to work on rooms and equipment. Your local newspapers, radio, and television stations may assist by announcing a central location of the "Clearinghouse for AIF or General Bicentennial Activities."

Once a coordinating agency or committee is established, it should send a letter to each community club and organization stating its purposes, and the contact person's name. Ask each of the groups contacted to send a copy of their program notices to you for inclusion on a "master calendar."

The following list suggests groups to whom letters could go: Advertising or public relations agency executives; American Association of University Women; Adult Education groups; alumni and faculty groups; business organizations (chambers of commerce, junior chambers, Business and Professional Women, etc.); banks; college presidents or deans; community development or planning commissions; directors of cultural agencies such as museums and little theaters; department stores and retail chains.

Fraternal organizations (and women's affiliates); farm organizations (including 4-H, Future Farmers of America, county agents, etc.); home demonstration clubs and agents; insurance companies; junior leagues; judges; labor unions (worker education and recreation leaders); League of Women Voters; manufacturers; municipal and county officials; ministerial associations; public relations directors of corporations; periodical distributors; Parent-Teacher Associations; professional organizations (such as bar associations); principals and teachers; religious groups (men's, women's, youth's); school superintendents; student groups (councils, papers, library groups); service clubs (Kiwanis, Lions, Rotary, Zonta, Altrusa, etc.); telephone companies; transit, railroads, and utility companies; veterans' organizations; women's clubs of all types; youth, welfare, and health agencies; youth group leaders (Boy Scouts, Girl Scouts, etc.); youth directors of churches.

Most local chambers of commerce, and many libraries, maintain address lists of organizations and associations in their community. These lists are usually available to organizers of civic projects such as the American Issues Forum. Community colleges and schools also often maintain such address lists.

BIBLIOGRAPHIES

Under separate cover (required by postal regulations) recipients of this Packet are being sent two printed bibliographies prepared by the American Library Association. Entitled Bicentennial Reading, Viewing, Listening, the lists--one for adults and one for young adults--contain books, films, tapes and records for use with each weekly Forum topic. Most of the items should be available at your local library or bookstore; they can also be ordered directly from the publisher. Additional copies of these bibliographies are available. For ordering information see Section VI, page VI-16.

The Regional Bibliography, also included in this section, was prepared by the AIF Regional Office. The main section containing in-print materials starts with a listing of general books. This is followed by lists arranged by monthly AIF topics. Additional books of regional interest are arranged by state in the Addenda section of the Regional Bibliography. Some materials in the Addenda are out-of-print but may be available from local library collections. Limited numbers of copies of the Regional Bibliography may be obtained from the AIF Regional Office, University of Denver, #401 Mary Reed Building, Denver, Colorado 80210.

Reproduction of all the bibliographies is encouraged.

REGIONAL BIBLIOGRAPHY

GENERAL

WESTWARD THE BRITON by R. G. Athearn. The description of the American Far West from the completion of the transcontinental railroad in 1869 to 1900 as reported by some 300 visiting Englishmen. Peter Smith, \$4.25.

SOD HOUSE FRONTIER, 1854-1890 by Everett Dick. A social history of the northern plains from the creation of Kansas and Nebraska to the admission of the Dakotas. Johnsen, \$7.95.

THE BIG SKY by Alfred Bertram Guthrie. A novel of the opening of the American West, during the years 1830-1843. The story of the primitive life of the frontier, with its dirt, savagery, and Indians. Bantam, paperback, \$1.25.

THE DARK MISSOURI by Henry C. Hart. An analysis of the economic and social problems of the Missouri Valley. The author discusses the river basin development. University of Wisconsin Press, \$10.

MONTANA MARGIN'S: A STATE ANTHOLOGY by Joseph K. Howard. An anthology of poetry and prose, all about the state of Montana, which covers the period from Indian days to the present. Books for Libraries, \$18.50.

MONTANA: HIGH, WIDE AND HANDSOME by Joseph K. Howard. A history of the state including thorough sections on homesteading and the squandering of the states resources. Yale University Press, \$15.

HISTORY OF WYOMING by T. A. Larson. A history of the state covering territorial and state developments, the influence of the explorers, the Indians, and the early Union Pacific Railroad. Political and economic events are supported with social and cultural background. University of Nebraska Press, \$8.95.

THE BICENTENNIAL BOOK: A TRAVELER'S GUIDE TO AMERICA'S 200TH BIRTHDAY by Robert Lawlor. A guide directed to Americans on vacation during the next two years--particularly those traveling by car. Over 500 Bicentennial events are described, giving times, dates, and places. Dell, paperback, \$1.50.

CENTENNIAL by James Michener. An epic novel about the settlement of the West, centered in "Centennial, Colorado." Presents an astute picture of the land, the people, the times, and their relationships with one another. Random, \$10.95.

THE GREAT SALT LAKE by Dale L. Morgan. The story of Great Salt Lake and its tributary area from the earliest geologic period to the present time. The author included a summary narrative of the many exploring and trading expeditions, Spanish, British, and American, through whose combined activities the Great Basin was made known to the civilized world. University of New Mexico Press, paperback, \$3.95.

AMONG THE MORMONS: HISTORIC ACCOUNTS BY CONTEMPORARY OBSERVERS by William A. Mulder and A. Russell Mortensen. A rich anthology and a remarkably detailed history. University of Nebraska Press, paperback, \$2.45.

WESTWARD THE WOMAN by Nancy W. Ross. Stories of the women of all classes, from missionaries and doctors to captives and dollar-a-dance girls, who helped to build the American West. Ballantine, paperback, \$1.25.

HISTORY OF SOUTH DAKOTA by Samuel Herbert Schell. A historical analysis of the state of South Dakota. University of Nebraska Press, \$8.95.

VIRGIN LAND: THE AMERICAN WEST AS SYMBOL AND MYTH by Henry N. Smith. A study of the manner in which the West of the nineteenth century influenced and shaped the life and character of American society. Random House, paperback, \$1.95.

GENERAL-continued

NEWPORT IN THE ROCKIES: THE LIFE AND GOOD TIMES OF COLORADO SPRINGS by Marshall Sprague. A story about an assortment of men and women who built a town with unique charms. Anecdotal and well-illustrated with many old and rare photographs. Swallow, \$6.95.

THE MOUNTAIN LION by Jean Stafford. A novel that portrays a boy and a girl escaping from their unattractive home to an uncle's ranch in Colorado, only to face the problem of escaping from each other. Farrar, Straus & Giroux, \$6.95.

MONTANA: AN UNCOMMON LAND by K. Ross Toole. A history of the state with reference to its early despoiling by absentee landlords and by trappers, traders, miners, cattle and sheepmen. University of Oklahoma Press, \$5.95.

THE GREAT PLAINS by Walter P. Webb. A classic study of the plains region of the U.S., the problems of settlement and the solutions attempted. Grosset & Dunlap, paperback, \$2.95.

A NATION OF NATIONS

AUGUST 31-SEPTEMBER 27, 1975

WILLIAM TECUMSECH SHERMAN AND THE SETTLEMENT OF THE WEST by Robert G. Athearn. An account of the Indian policy and methods which opened areas of the West to settlement by whites. University of Oklahoma Press, \$8.95.

FRONTIER AGAINST SLAVERY: WESTERN ANTI-NEGRO PREJUDICE AND THE SLAVERY EXTENSION CONTROVERSY by Eugene H. Berwanger. The author explores the roots of anti-Negro prejudice and shows the impact of racial antipathy upon the laws and politics of the 'West' before the Civil War. University of Illinois Press, paperback, \$1.95.

KAREN by Borghild Margarethe Dahl. A story of courage, hard work and singleness of purpose, written as a tribute to the women of Scandinavian birth who helped to build our country. Dutton, \$4.50.

CUSTER DIED FOR YOUR SINS: AN INDIAN MANIFESTO by Vine Deloria. Perceptive analysis of the differences between Indian problems and those of other minority groups; asserts the worth of the redman and blasts the political, social, and religious forces that perpetuate the "wigwam" stereotyping of the Indian. Macmillan, \$8.95.

WINGED MOCCASINS: A STORY OF SAGAWA by Frances Joyce Farnsworth. Based on fragmentary historical data, this fictionalized biography reconstructs, from girlhood to old age, the life of the Indian woman who went as guide with the Lewis and Clark Expedition. Messner, \$3.50.

A SON OF THE MIDDLE BORDER by Hamlin Garland. A story of the author's father's restless movement from Wisconsin to Minnesota, Minnesota to Iowa, and from Iowa to the Dakotas. Macmillan, \$5.95.

THE FIGHTING CHEYENNES by George Bird Grinnell. Any consideration of the beginnings of civilization in Wyoming should take into account the original inhabitants. The Cheyennes were among the Indian tribes living in the area. This work is by an outstanding expert on the Cheyenne Indians. University of Oklahoma Press, \$8.95.

BUGLES IN THE AFTERNOON by Ernest Haycox. A novel with Custer's last stand as a background. New American Library, paperback, \$1.25.

THE HEROIC TRIAD: ESSAYS IN THE SOCIAL ENERGIES OF THREE SOUTH-WESTERN CULTURES by Paul Horgan. A social history of the three cultures of the Rio Grande region, the Indian, the Spanish, and the American settlers. New American Library, paperback, \$3.95.

A NATION OF NATIONS-continued

KEEP THE WAGONS MOVING by West Lathrop. A historical novel which follows the adventures of two young brothers who, by different route, travel over the trail from Independence, Missouri, to Oregon in the summer of 1846. Random House, \$4.79.

WESTWARD VISION: THE STORY OF THE OREGON TRAIL by David Lavender. There are many good histories of the Oregon trail and of the men and women who passed through Wyoming. This is a readable one. McGraw-Hill, paperback, \$3.50.

THE MILITARY CONQUEST OF THE SOUTHERN PLAINS by William H. Leckie. The story of the struggle between the nomadic Indians of the Southern Plains and the white settlers who wanted to take over the Plains and civilize or exterminate the Indians. University of Oklahoma Press, \$7.95.

THE WAY TO RAINY MOUNTAIN by N. Scott Momaday. This book traces Kiowa history through legends and rituals. Ballantine, paperback, \$1.25.

NORTH FROM MEXICO, THE SPANISH SPEAKING PEOPLE OF THE UNITED STATES by Garey McWilliams. A discussion of the minority-racial problem constituted by the Mexican-Americans of the Southwest. The origins of the discrimination and analyses of present day race tensions and antagonisms are traced by the author. Greenwood, \$12.50.

OREGON TRAIL by Francis Parkman. Contains sketches of prairie and Rocky Mountain life, describes the Frontier of the West, and Indian encounters. New American Library, paperback, 75¢.

IMMIGRANT UPRaised: ITALIAN ADVENTURE AND COLONISTS IN AN EXPANDING AMERICA by Andrew F. Rolle. The author traces Italian migration to the America West, state by state. University of Oklahoma, \$8.95.

GIANTS IN THE EARTH by O. E. Rolvaag. Norwegian immigrants pioneer in the Middle West with the combination of eager, ambitious strength and lonely terror and heartbreak that characterized that gigantic endeavor. Harper-Row, paperback, \$1.25.

BIG ROCK CANDY MOUNTAIN by Wallace Stegner. This book brings to life the West of the recent past, when Norwegian families in Minnesota still clung to the ways and language of the old country, when North Dakota saw the mingling of the Scandinavian culture and blood with that of the older generation Americans. Doubleday, \$8.95.

THE GATHERING OF ZION: THE STORY OF THE MORMON TRAIL by Wallace Stegner. A documentation of the great Mormon trek from Nauvoo to Salt Lake City in 1846-1847, and the steady migration that followed it out the Platte Valley and across the mountains for the next quarter century. McGraw-Hill, paperback, \$3.50.

WOLF WILLOW: A HISTORY, A STORY AND A MEMORY OF THE LAST PLAINS FRONTIER by Wallace Stegner. The memoirs of life on the Montana and Canadian front which deals with the melting pot of immigrants. Viking, paperback, \$2.45.

THE ARAPAHOES, OUR PEOPLE by Virginia Cole Trenholm. A good history of one of the Indian tribes living in Wyoming at the time of early exploration and settlement. These Indians form one of the largest groups of native Americans still living within the state borders. University of Oklahoma Press, \$8.95.

THE SHOSHONIS: SENTINELS OF THE ROCKIES by Virginia Cole Trenholm and Maurine Carley. A good history of one of the Indian tribes living in Wyoming at the time of early exploration and settlement. These Indians form one of the largest groups of native Americans still living within the state borders. University of Oklahoma Press, \$8.95.

THE MISSOURI by Stanley Vestal. The colorful story of the Missouri River from the keel-boating fur traders through the mountain men, the Indians and the Missouri River Steamers to the cowboy, the rustler, and the European immigrant farmer. University of Nebraska, paperback, \$2.45.

A NATION OF NATIONS-continued

PEOPLE OF THE VALLEY by Frank Waters. A realistic novel of cultural mixing in New Mexico of Anglos, French, Spanish, Indians, and Mexicans. Swallow, paperback, \$2.95.

THE VIRGINIAN by Owen Wister. First published in 1902. This novel gives a first-hand account of the West, its ranches, its landscape, its soldiers, its Indians, and its cowboys as seen by the author on his trips West between 1874-1890. Set in Wyoming. Popular Library, paperback, 95¢.

THE LAND OF PLENTY
SEPTEMBER 28-OCTOBER 25, 1975

THE LONG DEATH: THE LAST DAYS OF THE PLAINS INDIANS by Ralph K. Anovist. The story of the military conquest of the Plains Indians, plus accounts of the campaigns against the Nez Percés, Modocs, Banocks, and Utes. Macmillan, paperback, \$2.45.

HIGH COUNTRY EMPIRE: THE HIGH PLAINS AND ROCKIES by Robert C. Athearn. A history of the High Country Empire which embraces the great Missouri River drainage. The author relates the growth of this area to American growth. University of Nebraska Press, paperback, \$2.95.

THE ORIGINS OF TEAPOT DOME by J. L. Bates. This work should be of interest to Wyoming readers, for the Teapot Dome scandal rocked the nation in the 1920's. The issue was the use and the control of national resources. University of Illinois Press, \$7.50.

FRONTIER COMMUNITY: KANSAS CITY TO 1870 by A. Theodore Brown. A book explaining the forces at work to shape a community into the leading city on the Missouri River. University of Missouri Press, \$7.50.

BURY MY HEART AT WOUNDED KNEE: AN INDIAN HISTORY OF THE AMERICAN WEST by Dee Brown. Attempt to describe the settlement of the West as the Indians saw it. Excellent use of quotes from Indian speakers. Extensive use of primary source materials--well researched. Covers the years 1860-1890. Bantam, paperback, \$1.95.

STANDING UP COUNTRY: THE CANYON LANDS OF UTAH AND ARIZONA by C. Gregory Crampton. A story about human life and adventure and of exploitation in the canyon lands of Utah and Arizona. Alfred A. Knopf, \$17.50.

YEAR OF DECISION, 1846 by Bernard DeVoto. The book is about Western migration in the year 1846 and includes other events of that year such as Fremont and the Bear Flag Revolt, the migration of the Mormons, and much more. Houghton Mifflin, paperback, \$3.95.

OLD SPANISH TRAIL: SANTA FE TO LOS ANGELES by LeRoy Hafen and Ann W. Hafen. An historical and topographical study of the Old Spanish Trail with many quotations from contemporary sources and extracts from diaries. Arthur Clark Company, \$11.50.

AMERICAN INDIANS by William T. Hagan. An outline of Indian-White relations, most of which have been associated with government. University of Chicago Press, paperback, \$1.95.

THE GREAT AMERICAN DESERT: THEN AND NOW by W. Eugene Hollon. A history of the arid region bounded by central Kansas, the Sierra Nevada mountains, northern Montana and the Mexican border. The author shows the influence of man on the desert and the influence of the desert on its trespassers. Oxford University Press, \$7.50.

BENT'S FORT by David Lavender. A narrative account of the years from about 1830 to the close of the Civil War, when a huge expanse of the Southwest was dominated by the fur traders of Fort Bent. University of Nebraska Press, paperback, \$2.75.

THE LAND OF PLENTY-continued

TEAPOT DOME: OIL AND POLITICS IN THE 1920'S by Burl Noggle. An examination of the controversy over the leasing of oil reserves and the far-reaching political and legal ramifications of this act. Norton, paperback, \$2.45.

TERRITORIES AND THE U.S. 1861-1890; STUDIES IN COLONIAL ADMINISTRATION by Earl S. Pomeroy. A study in the history of administration when the territories existed, to a considerable degree, independently of the national authority, which in the period covered no longer claimed to be paramount in colonial affairs as it had been in the early days of the Republic. University of Washington Press, paperback, \$2.95.

BEYOND THE HUNDREDTH MERIDIAN: JOHN WESLEY POWELL AND THE SECOND OPENING OF THE WEST by Wallace Stegner. A record of John Wesley Powell's expeditions on the Green and Colorado Rivers highlighted with his many scientific contributions to the nation. Houghton Mifflin, paperback, \$3.95.

CHEYENNE AUTUMN by Mari Sandoz. The heart breaking 1878 journey of a band of Cheyenne Indians set out from Indian Territory, where they had been sent by the American army, to return to their native haunts in the Yellowstone. Avon, paperback, \$1.25.

"A MORE PERFECT UNION": THE AMERICAN GOVERNMENT
NOVEMBER 23-DECEMBER 20, 1975

THE EXPLORATIONS AND EMPIRE: EXPLORER AND THE SCIENTIST IN THE WINNING OF THE AMERICAN WEST by William H. Goetzmann. The government's role in exploration, mapping, and science in the West. Random House, paperback, \$3.95.

ROCKY MOUNTAIN BENCH: THE TERRITORIAL SUPREME COURTS OF COLORADO, MONTANA, AND WYOMING, 1861-1890 by John D. Guice. The author seeks to show the constructive contributions of the courts during 1861-1890, when the land, its government, and its judicial system belonged both to the citizens of the area and the national government. Yale University Press, \$9.75.

THE CLOSING OF THE PUBLIC DOMAIN by Louise Peffer. Wyoming's settlement depended in large extent on public land policies of the federal government. This book is an excellent survey of what these policies have meant to the western states. Arno, \$17.

OUR LANDED HERITAGE: THE PUBLIC DOMAIN, 1776-1936 by Roy Mirvin Robbins. A treatment of a century and a half of the complicated history of the public domain focusing on the official political history. Peter Smith, \$5.

WORKING IN AMERICA
JANUARY 11-FEBRUARY 7, 1976

THE COMPANY TOWN IN THE AMERICAN WEST by James B. Allen. A study of about two hundred company-owned towns such as lumber towns, coal towns, copper towns, etc. He covers management, community planning and housing, human welfare, the company store, and political and economic paternalism. University of Oklahoma Press, \$7.95.

DAKOTA COWBOY: MY LIFE IN THE OLD DAYS by Ike Blassingame. A vivid and authentic picture of a cowboy's life and work in the days of the open range. University of Nebraska Press, paperback, \$2.45.

THE GREAT COALFIELD WAR by George S. McGovern and Leonard Guttridge. An account of a violent and pathetic seven month strike against the Colorado Fuel and Iron Company in Ludlow, Colorado, 1914. Houghton Mifflin, \$8.95.

WORKING IN AMERICA-continued

AUTOBIOGRAPHY OF BIG BILL HAYWOOD by William D. Haywood. International Publishing Company, paperback, \$2.95.

MINING FRONTIERS OF THE FAR WEST, 1848-1880 by Rodman W. Paul. A history of the mining west and accounts of the men and forces which made a permanent and significant contribution to frontier history. University of Nebraska Press, \$7.95.

ROCKY MOUNTAIN MINING CAMPS: THE URBAN FRONTIER by Duane A. Smith. A discussion of the unique urban nature of mining camps; the living conditions, economy, business, religion, culture, discriminations, recreations, transportation, communication, etc. University of Nebraska Press, paperback, \$2.95.

LETTERS OF A WOMAN HOMESTEADER by Elinore Pruitt Stewart. Hard working Wyoming, from a woman's point of view. Peter Smith, \$4.

CATTLE RAISING ON THE PLAINS, 1910-1961 by John T. Schlebacker. The story of cattle raising from 1900 to 1960. University of Nebraska Press, \$7.95.

NOTHING BUT PRAIRIE AND SKY: LIFE ON THE DAKOTA RANGE IN THE EARLY DAYS by Walker D. Wyman. Cattle ranching on Plum Creek, wild horse roundups, shipping steers, range life and customs in the 1890's told by one who was there and experienced all these things. University of Oklahoma Press, \$3.95.

"THE BUSINESS OF AMERICA..."
FEBRUARY 8-MARCH 6, 1976

BEET SUGAR IN THE WEST: A HISTORY OF THE UTAH-IDAHO SUGAR COMPANY, 1891-1966 by Leonard J. Arrington. A history of the company which places it in the context of the western beet-sugar industry and national affairs. University of Washington Press, \$7.50.

GREAT BASIN KINGDOM: AN ECONOMIC HISTORY OF THE LATTER-DAY SAINTS, 1830-1900 by Leonard J. Arrington. A study of the economic innovations practiced by the Mormons in their settlements; the financial system between church and community, the outside influences on economy, and their conflict with government policies are described. University of Nebraska Press, paperback, \$4.50.

REBEL OF THE ROCKIES: A HISTORY OF THE DENVER AND RIO GRANDE WESTERN RAILROAD by Robert G. Athearn. An account of the building of the narrow gauge Denver and Rio Grande in the early 1870's, and its fortune and crises through the years to 1961. Yale University Press, \$20.

SOUTH PASS, 1868: JAMES CHISHOLM'S JOURNAL OF THE WYOMING GOLD RUSH by James Chisholm. A journalist's accounts of the Wyoming gold rush. University of Nebraska Press, \$7.95.

CATTLE TOWNS by Robert Dykstra. A documented history of five Kansas cattle towns. He illustrates that internal conflict plays an integral and essential part in the entrepreneurial impulse responsible for community growth. Antheneum, paperback, \$3.95.

THE UNION PACIFIC RAILROAD: A CASE IN PREMATURE ENTERPRISE by Robert W. Fogel. Wyoming's first industry was the railroad, and railroads are still important in the state's economy. Johns Hopkins, \$6.

THE WAR OF THE COOPER KINGS by C. B. Glasscock. A good, accurate lay treatment of an important political and economic war in Montana. Gosset & Dunlap, \$3.95.

BONANZA WEST: THE STORY OF THE WESTERN MINING RUSHES, 1848-1900 by William S. Greever. A survey of the mining rushes in California, Montana, Idaho, Nevada, Colorado, the Dakotas, and the Klondike. University of Oklahoma Press, \$8.95.

"THE BUSINESS OF AMERICA..."-continued

THE DAY OF THE CATTLEMEN by Ernest S. Osgood. A classic account of the growth and decline of the range cattle industry. University of Chicago Press, paperback, \$2.45.

THE STORY OF THE WESTERN RAILROADS by Robert E. Riegel. A history of western railroads beginning with the building of the first trans-Mississippi railroads in the fifties and closing with the completion of the western railroad network in the early twentieth century. The financial, industrial and engineering aspects of the subject are covered and the development of railroad regulation is discussed. Peter Smith, \$6.50.

MONEY MOUNTAIN: THE STORY OF CRIPPLE CREEK GOLD by Marshall Sprague. A popular history of a gold mining town near Colorado Springs, during the years of its fame, the 1890's and early 1900's. Ballantine, \$1.25.

TRANSPORTATION FRONTIER: TRANS-MISSISSIPPI WEST, 1865-1890 by Oscar O. Winther. A study of all aspects of western transportation, from the advent of overland freighting to the era of the automobile. University of New Mexico Press, paperback, \$4.95.

GROWING UP IN AMERICA
APRIL 4-MAY 1, 1976

A BRIDE GOES WEST by Nannie T. Alderson and Helena H. Smith. An autobiography of a gently reared Southern girl who moves to a lonely Montana Ranch in the 1880's. Through all the book, a dauntless figure moves in courage and wisdom. University of Nebraska Press, paperback, \$1.95.

DESERT SAINTS: THE MORMON FRONTIER IN UTAH by Nels Anderson. A history of Utah to 1900. A study of Mormons and their social system. University of Chicago Press, \$3.45.

SHADOWS OF THE IMAGES by William E. Barrett. Set in a Colorado city this novel's theme is the meaning of religious faith, specifically Roman Catholic faith in personal experience. The novel also touches upon the Spanish-American problem of integration. Avon, paperback, \$1.25.

STAY AWAY, JOE by Dan Cushman. Set in Montana, this is one of the most humorous and true-to-life novels on twentieth century reservation life. Stow Away, paperback, \$1.95.

THE MORMON CONFLICT, 1850-1859 by Norman F. Furniss. A detailed study of relations between the United States government and the Mormons between 1850 and 1859. Yale University Press, \$12.50.

THE GREAT BETRAYAL: THE EVACUATION OF THE JAPANESE-AMERICANS DURING WORLD WAR II by Audrie Girdner and Ann Loftis. A work based on interviews, letters, and other extensive documentation sympathetic to the Japanese community. Macmillan, \$12.95.

THE INDIAN TEEPEE: ITS HISTORY, CONSTRUCTION AND USE by Reginald Laubin and Gladys Laubin. A book about the Indian shelter common to our entire region. Ballantine, paperback, \$1.65.

HIGHER LEARNING IN COLORADO: AN HISTORICAL STUDY, 1860-1940 by Michael McGiffert. A survey of the histories of all the institutes of higher learning, public and private, in Colorado from their beginnings to the end of the 'depression decade' of the 1930's. Swallow, \$6.50.

LITTLE BRITCHES: FATHER AND I WERE RANCHERS by Ralph Moody. The author moved to Colorado when he was eight years old and for three years his family worked hard to make a go of ranch life and in the end they were defeated. Bantam, paperback, 95¢.

THE MORMONS by Thomas F. O'Dea. A study of the history, doctrine, and present-day Mormons. The book covers the strength and weakness of the Mormon church, the Book of Mormon, and the role played by Mormonism in the United States. University of Chicago Press, paperback, \$2.95.

GROWING UP IN AMERICA-continued

GREEN GRASS OF WYOMING by Mary O'Hara. A novel about horses in Wyoming by the author of Thunderhead and My Friend Flicka. Dell, 95¢.

MY FRIEND FLICKA by Mary O'Hara. Wyoming horse ranch, life of a young boy and his colt. Dell, \$10.75.

THUNDERHEAD by Mary O'Hara. Wyoming horse ranch, life of a young boy and his colt. Dell, \$1.60.

LIGHT IN THE FOREST by Conrad Richter. A story of the rescue of 15-year-old John Butler eleven years after his capture by a Delaware Indian tribe, of John's attempt to rejoin his beloved Indian family, and the outcome. Knopf, \$4.50.

COFFEE TRAIN by Margarithe Erdahl Shank. A story of Mrs. Shank's childhood near Fessenden, North Dakota. Augsburg, \$4.95.

DIAMOND WEDDING by Wilbur D. Steele. A novel, set in Colorado from the years 1835 to 1919. It concerns a family with a father from the Old West and a mother of gentle birth from New England. Curtis, paperback, 95¢.

FAMILY KINGDOM by Samuel W. Taylor. The story of a Mormon polygamous family. Western Epics, \$7.95.

AMERICAN DAUGHTER by Era Bell Thompson. The autobiography of a Negro girl who grew up in the friendly atmosphere of North Dakota. University of Chicago Press, \$7.95.

THE AMERICAN INDIAN IN URBAN SOCIETY by Jack O. Waddell and O. Michael Watson. A collection of articles dealing with Indian adjustment to life in cities. Little, Brown, paperback, \$6.95.

"LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS"
MAY 2-MAY 29, 1975

THE LOG OF A COWBOY: A NARRATIVE OF OLD TRAIL DAYS by Andy Adams. A narrative with memoirs of the last days of cattle runs. University of Nebraska Press, paperback, \$2.25.

JIM BRIDGER by J. Cecil Alter. Biography of Bridger, a mountain man who crossed Wyoming before any white settled in the area. University of Oklahoma Press, \$7.50.

TRIGGERNOMERY by Eugene Cunningham. This work tells the true stories of the western gun fighters. The term gunfighter took in some of the great sheriffs and marshalls. Caxton, \$7.95.

PETER NORBECK: PRAIRIE STATESMAN by Gilbert Fite. The biography of a rugged individualist who is remembered especially for his support of conservation. University of Missouri Press, paperback, \$2.50.

BROKEN HAND: THE LIFE STORY OF THOMAS FITZPATRICK by LeRoy R. Hafen and William James Ghent. Thomas Fitzpatrick, who the Indians called Broken Hand, was a leader of the trapper band which discovered South Pass, the future gateway to Oregon. With the waning of the fur trade, he became the most famous and sought-for guide in the West, and later, as Indian agent, negotiated treaties with the Plains Indians. Old West, \$15.

GUNS OF THE TIMBERLANDS by Louis L'Amour. A small rancher owns a stand of timber and fights for what belongs to him. Bantam, paperback, 95¢.

BILL NYE'S WESTERN HUMOR by T. Alfred Larson. Nye was a newspaperman who wrote humorously about the pleasures and pains of the plains life. University of Nebraska Press, \$4.75.

"LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS"-continued

LORD GRIZZLY by Frederick Manfred. The story of Hugh Glass, the historical frame filled in with imagination and narrative skill. The story is the realization of a very rugged individual. New American Library, paperback, \$1.25.

JEDEDIAH SMITH AND THE OPENING OF THE WEST by Dale L. Morgan. Biography of Smith, a mountain man who crossed Wyoming before any whites settled in the area. Peter Smith, \$4.75.

ADDENDA

COLORADO

GENERAL WILLIAM J. PALMER: A DECADE OF COLORADO RAILROAD BUILDING, 1870-1880 by George L. Anderson. Colorado Springs, 1936.

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- A MORMON MOTHER: AN AUTOBIOGRAPHY by Annie (Clark) Tanner. Deseret News Press, 1941.
- SAGA OF SUGAR by Fred G. Taylor. Utah-Idaho Sugar Company, 1944.
- THE DEVELOPMENT OF INSTITUTIONS UNDER IRRIGATION WITH SPECIAL REFERENCE TO EARLY UTAH CONDITIONS by George Thomas. Macmillan, 1920.
- HISTORY OF UTAH by Edward Tullidge. Star Printing Company, 1886.
- STATE AND LOCAL GOVERNMENT IN UTAH by The Utah Foundation. Salt Lake City, 1954.
- RANGES, RANCHERS, AND RAWHIDE by The Utah State Historical Society. 1964.
- UTAH INDIANS by The Utah State Historical Society. 1971.
- UTAH, TREASURE HOUSE OF THE NATION: CENTURY OF MINING, 1863-1963 by The Utah State Historical Society. 1963.
- THE VALLEY OF THE GREAT SALT LAKE by The Utah State Historical Society. 1959, 1963, 1967.
- THE PONY EXPRESS, OR BLAZING THE WESTWARD WAY by William L. Bisscher. Rand McNally, 1908.
- BRIGHAM YOUNG by Robert M. Werner. Harcourt, Brace, 1925.

WYOMING

JOURNAL AND DEBATES OF THE CONSTITUTIONAL CONVENTION OF THE STATE OF WYOMING. The Daily Sun, 1893.

ETHELBERT TALBOT, 1848-1928 by Rankin Barnes. Philadelphia, 1955.

THE PLAINSMEN OF YELLOWSTONE: HISTORY OF YELLOWSTONE BASIN by Mark Herbert Brown. Putnam, 1961.

PRIVATE GRAZING AND PUBLIC LANDS by Wesley C. Calef. Chicago, 1960.

MY LIFE ON THE RANGE by John Clay. University of Oklahoma Press, 1962.

HISTORY OF WYOMING by Charles G. Coutant. 1899, reprinted with index, 1966.

SAGEBRUSH DENTIST by Will Frackleton and Herman Seely. Chicago, 1941.

HISTORY OF PUBLIC LAND LAW DEVELOPMENT by Paul Gates. Government Printing Office, 1968.

WYOMING TERRITORY: A POLITICAL HISTORY, 1868-1896 by Lewis Gould. Yale University Press, 1968.

BANKERS AND CATTLEMEN by Gene M. Gressley. New York, 1966.

FORT LARAMIE AND THE PAGEANT OF THE WEST, 1834-1890 by LeRoy R. Hafen and Francis Young. Glendale, 1938.

JOHN COLTER, HIS YEARS IN THE ROCKIES by Burton Harns. Scribner, 1952.

WAGON ROADS WEST by W. Turrentine Jackson. Yale University Press, 1965.

EARLY CHEYENNE HOMES, 1880-1891 by the Laramie County Historical Society. Cheyenne, Pioneer Publishing Company, 1947.

WYOMING: FRONTIER STATE by Velma Linford. Old West Publishing Company, 1947.

THE TETON MOUNTAINS: THEIR HISTORY AND TRADITION by Nolie Mumey. Artcraft Press, 1947.

TRAIL TO CALIFORNIA edited by David M. Botter. Yale University Press, 1945.

THE OREGON TRAIL THROUGH WYOMING by Mary Hurlburt Scott. Aurora, Colorado, 1958.

COW CHIPS 'N CACTUS by Florence Blake Smith. New York, 1962.

MY PEOPLE OF THE PLAINS by Ethelbert Talbot. New York, 1906.

THE GOVERNMENT AND ADMINISTRATION OF WYOMING by Merman Trachsel and Ralph M. Wade, New York, 1953.

THE UNCOVERED WAGON by Mae Urbanek, as told by Jerry Urbanek. Sage Books, 1958.

THE HISTORICAL ENCYCLOPEDIA OF WYOMING by The Wyoming Historical Institute. Cheyenne, 1970.

SECTION VI

DIRECTORY

AIF-RELATED MATERIALS; MEDIA EFFORTS; AND SUPPORTING ORGANIZATIONS.

This Directory describes American Issues Forum-related support projects under way as of July 15, 1975, as reported by the National Endowment For The Humanities. It does not include projects still in negotiation, or private sector projects developed independently of NEH consultation. The Directory items indicate where and how described materials may be obtained.

The Directory consists of the following sub-sections:

	<u>Pages</u>
A. Major AIF-Related Materials	VI-2 - VI-10
B. Mass Media Efforts	VI-11 - VI-14
C. Program Aids for Organizers	VI-15 - VI-18
D. Other AIF-Related Materials	VI-19 - VI-24
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A.

MAJOR AIF-RELATED MATERIALS

The items below describe extensive publications which are being specially prepared to deal with the whole sequence of topics of the American Issues Forum Calendar.

UNIVERSITY OF CALIFORNIA, SAN DIEGO: COURSES BY NEWSPAPER

Courses By Newspaper is a national program which presents introductory college-level courses to a wide audience with the help of newspapers. A series of weekly newspaper articles constitutes the "lectures" for each course; these are supplemented with a book of readings and a study guide. Cooperating colleges within the circulation area of participating newspapers offer credit (usually 3 units in a quarter system and 2 units in a semester system) for the courses.

The Courses By Newspaper of 1975-1976 (September through May) have been prepared to help implement the American Issues Forum. Called American Issues Forum I and American Issues Forum II, they explore the people, ideals, political institutions that are uniquely American, and the frequent contradictions between American life styles and values.

The weekly newspaper articles for each 18-week course are written by some of the nation's leading scholars. Daniel Aaron of Harvard University is the general editor. The contributors are John Higham, John B. Jackson, Alan Barth, Doris Kearns, Michael Parrish, Allen Weinstein, Robert Heilbroner, Paul Samuelson, Walter LaFeber, and Neil Harris.

The anthology-type reader, American Issues Forum Reader: Volume I edited by Daniel Aaron, Michael Parrish, Jane L. Scheiber, and Allen Weinstein, to accompany the first course is available for \$4.95 as is the American Issues Forum Study Guide: Volume I for \$2.95 from Publisher's Incorporated, P. O. Box 381, Del Mar, California 92014. Volume II of the Reader and Study Guide will be available (at the same prices) in the fall of 1975 from Publisher's Incorporated.

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★ ★ ★
COURSES BY NEWSPAPER COMMUNITY GUIDE:

A Source Book for the American Issues Forum

★ ★ ★

... simplifies the task of creating informative, lively, issue-oriented programs for the American Issues Forum.

In this inexpensive guide is a wealth of resources you can use to enrich your group's discussions of American Issues Forum topics.

Resources like:

- background information on the American Issues Forum
- a list of American Issues Forum related materials and projects, including Courses By Newspaper
- sources of background information on each weekly topic
- suggested books to review each week
- provocative discussion questions on each of the 38 topics.
- ideas on speakers and panel discussions to enrich programs
- films, records and cassettes related to each weekly topic
- information on obtaining the resources you need for your programs

Volume One of *Courses by Newspaper Community Guide: A Source Book for the American Issues Forum* includes program suggestions for the first four months of the Forum.

Volume Two will contain program suggestions for the last five months. Both volumes were prepared as part of the bicentennial program of Courses By Newspaper, University of California Extension, San Diego.

**AMERICAN ISSUES FORUM:
A Courses By Newspaper Reader**

Courses By Newspaper also has prepared lively and thought-provoking Readers that correspond to the topics of the American Issues Forum. Both Volumes I & II of *American Issues Forum: A Courses By Newspaper Reader* contain personal narratives, fictional pieces, critical essays, poems, documents and excerpts from major American literary classics. These Readers and accompanying Study Guides provide useful background and perspectives for participants in the Forum.

Publisher's Inc.
P.O. Box 381
Del Mar, CA. 92014

Please send me:

- copy/copies of *A Source Book for American Issues Forum*, \$1.25
- copy/copies of *A Source Book for American Issues Forum*, Vol. II, \$1.25 (Available Fall, 1975)
- copy/copies of **AMERICAN ISSUES FORUM READER** Vol. I, \$4.95
- copy/copies of **AMERICAN ISSUES FORUM STUDY GUIDE** Vol. I, \$2.95 (Available August, 1975)
- copy/copies of **AMERICAN ISSUES FORUM READER** Vol. II, \$4.95 (Available Fall, 1975)
- copy/copies of **AMERICAN ISSUES FORUM STUDY GUIDE** Vol. II, \$2.95 (Available Fall, 1975)

Please send check or money order. No currency or C.O.D.'s.

I am enclosing a total of \$_____. (Calif. residents add 6% sales tax)

NAME _____

TITLE _____

ORGANIZATION _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

UNIVERSITY OF CALIFORNIA, SAN DIEGO: COURSES BY NEWSPAPER-continued

Courses By Newspaper can provide a springboard for other community Bicentennial programs and events. Courses By Newspaper Community Guide: A Source Book For American Issues Forum Volume I and Volume II (Publisher's Incorporated, \$1.25 each) simplify the task of creating informative, lively, issue-oriented programs on the American Issues Forum. These guides contain a wealth of resources which can be used to enrich a group's discussion of AIF topics.

A list of participating newspapers and colleges is available from Courses By Newspaper in San Diego. These will also be published in the forthcoming issues of the AIF "Gazette."

For additional information and materials contact: Mr. George Colburn, "Courses By Newspaper", 4901 Morena Blvd., Suite 209, San Diego, California 92117, Telephone (714) 452-3405.

The Encyclopedia Britannica Educational Corporation is publishing a library edition of the American Issues Forum Reader: Volume I and Volume II. The cost of the two-volume set is \$19.90.

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UNIT ONE

A NATION OF NATIONS

AMERICANS CALLED INDIANS

D'Arcy McNickle, "Americans Called Indians"

"A HIDEOUS AND DESOLATE WILDERNESS"

William Bradford, *Of Plymouth Plantation, 1620-1647*

THEY CAME IN CHAINS

Thomas Phillips, "A Journal of a Voyage Made in the *Hannibal*, 1693-1694"

PAYING OFF THE PASSAGE

Gottlieb Mittelberger, *Journey to Pennsylvania*

RED, WHITE, AND BLACK

Gary Nash, *Red, White, and Black* (1974)

LETTERS TO SWEDEN

"Typical America Letters," ed. George M. Stephenson

GOOD-BYE TO IRELAND

Padraic Colum, *The Road Round Ireland*

LIFE IN THE BACK ALLEYS

Jacob Riis, *How the Other Half Lives*

THE PROMISED LAND

Mary Antin, *The Promised Land*

TALKING AMERICAN-ITALIAN STYLE

Jerry Mangione, "Talking American" from *Mount Allegro*

LOCKING THE DOOR: THE EXCLUSION OF CHINESE

"John Chinaman," anonymous song
Bret Harte, "The Heathen Chinese"

THE NEW COLOSSUS

John Higham, "Emma Lazarus, 'The New Colossus'"

THE MELTING POT

Israel Zangwill, *The Melting Pot* (1909)

Horace M. Kallen, "Democracy versus the Melting Pot"

SPEAKING FOR ETHNIC AMERICA

Barbara Mikulski, "Who Speaks for Ethnic America?"

RED POWER

Alvin M. Josephy, Jr., "Toward Freedom: The American Indian in the Twentieth Century"

AMERICANS—WITH A CHICANO OUTLOOK

Ruben Salazar, "Who Is a Chicano? And What Is It the Chicanos Want?"

THE UNBLENDED BLACKS

Witter Bynner, "Defeat"
Nathan Huggins, "Afro-Americans, National Character and Community"

UNIT TWO

THE LAND OF PLENTY

NEW WORLD—NEW PEOPLE

Thomas J. Wertenbaker, "A New World Makes New Men"

THE NEW ENGLAND WAY: PURITAN TOWN-BUILDERS

Edward Johnson, *Wonder-Working Providence, 1628-1651*

ADVERTISING THE SOUTHERN FRONTIER

Thomas Nairne, *A Letter from South Carolina* (1710)

MISSIONARIES AND INDIANS: THE SPANISH FRONTIER

Alexander Forbes, *California* (1839)

BRUTE ACTION: THE DESTRUCTIVENESS OF MAN

James Fenimore Cooper, *The Pioneers* (1823)

HOMESTEADING ON THE MIDDLE BORDER

Carl O. Sauer, "Homestead and Community on the Middle Border"

SETTLING THE PRAIRIE

Willa Cather, *My Antonia* (1918)

"AMBER WAVES OF GRAIN"

C. C. Coffin, "Dakota Wheat Fields"

SILVER FEVER

Mark Twain, *Roughing It* (1872)

PAPER FARMERS AND HUNGRY HORDES

John Steinbeck, *Grapes of Wrath* (1939)

PATTERNS OF SPACE

John B. Jackson, "Environments"

STRETCHING THE CITY

Daniel Doorstin, "The Urban Quest for Place"

OUR MOTORIZED MISTRESS

Lewis Mumford, "The Highway and the City"

"A VERY LARGE CITY"

Jean Gottmann, *Megalopolis: The Urbanized Northeastern Seaboard of the United States*

WORKING WITH NATURE

George Perkins Marsh, *Man and Nature* (1864)

David E. Lilienthal, *TVA: Democracy on the March* (1944)

CONTROLLING GROWTH: FUTURE ENVIRONMENTS

Raymond T. Dasmann, "Man in North America"

UNIT THREE

CERTAIN UNALIENABLE RIGHTS

ESSENTIAL AFTERTHOUGHTS: THE BILL OF RIGHTS

Bill of Rights—U.S. Constitution

GUARDIANS OF THE CONSTITUTION

Federalist No. 78 (Alexander Hamilton), 1787-88

LIBERTY OF SPEECH AND SILENCE

Leo Pfeffer, "Liberty of Speech and Silence"

FREE TRADE IN IDEAS

Abrams v. United States (1919)

PROTECTING UNPOPULAR THOUGHT

Brandenburg v. Ohio (1969)

SERVING THE GOVERNED: FREEDOM OF THE PRESS

New York Times Co. v. United States (1971)

"THE RIGHT OF THE PEOPLE TO BE SECURE"

Johnson v. United States (1948)

LAW, CRIMINALS AND THE COURT

Henry J. Abraham, "Due Process of Law in Perspective"

THE RIGHT TO PRIVACY

Barry M. Goldwater, Jr., "The Right to Privacy"

THE STRANGE CAREER OF JIM CROW

C. Vann Woodward, *The Strange Career of Jim Crow*

SEPARATE IS NOT EQUAL

Brown v. Board of Education of Topeka, Kansas (1954)

PREGNANCY WITHOUT PENALTY: CIVIL RIGHTS OF WOMEN

Eve Cary, "Pregnancy without Penalty"

WHAT PRICE EQUALITY?

The Equal Rights Amendment: Statements by Sen. Sam J. Ervin, Jr. and Myra K. Wolfgang

JUDICIAL REVOLUTION: THE WARREN COURT

Harry N. Scheiber, "Historical Perspective on a 'Judicial Revolution'"

James J. Kilpatrick, "The Warren Legacy: A Very Different Constitution"

Leonard W. Levy, *The Supreme Court Under Earl Warren* (1972)

UNIT FOUR

"A MORE PERFECT UNION": THE AMERICAN GOVERNMENT

IS CONGRESS MORIBUND?

Philip B. Kurland, "The Impotence of Resistance"

THE PRESIDENCY AND THE FOUNDING FATHERS

Federalist No. 69 (Hamilton) 1787-88

THE PRESIDENT AND THE PEOPLE

Frances M. Trollope, *Domestic Manners of the Americans* (1836)

"SERVANTS OF THE SERVANTS OF GOD"

Henry Adams, *Democracy* (1880)

THE IMPERIAL PRESIDENCY

Arthur Schlesinger, Jr., "The Future of the Presidency"

THE CRUCIBLE OF LEADERSHIP

James MacGregor Burns, *Presidential Government: The Crucible of Leadership* (1966)

THE PRESIDENCY AFTER WATERGATE

James MacGregor Burns, "Don't Go Too Far"

"Rulers v. Reality" (statements by Vermont Royster, Arthur M. Schlesinger, Jr., Karl Hess, Michael Novak, Matthew B. Ridgway)

THE FATE OF PARTY POLITICS

David Broder, *The Party's Over: The Failure of Politics in America*

DIAGNOSING THE BODY POLITIC

Peter Drucker, "The Sickness of Government," *The Public Interest*

Richard N. Goodwin, "The Shape of American Politics"

WHAT IS AMERICA?/DISCUSSIONS

To aid in bringing the American Issues Forum into high school classrooms, the Regional American Issues Program, with headquarters at the University of Denver, is preparing curricular materials which directly relate to each of the weekly issues of the Forum Calendar of Topics. These materials are being prepared by an able team of subject matter specialists from several of the region's universities and two curricular materials specialists with extensive experience in devising and using teaching techniques in the social studies.

They are designed for use in social studies classes, but some of them will be useful to teachers of other subjects and in junior high school classes as well.

What Is America?/Discussions contain selected readings, games, charts, maps, drawings, etc., sufficient for a one-day class session on each of the Calendar's 36 weekly topics, along with imaginative suggestions for their use and for more extensive treatments of the topics. The documents in each weekly unit illustrate how Americans viewed the Calendar's issue-of-the-week at some important juncture of our past, how it is now viewed, and in some lessons, how it may be viewed in the future.

Various teaching strategies are employed in the organization of the lesson sets; all the units are activity oriented. Materials are presented and arranged in such a fashion that the student will be compelled to make hypotheses, test them, and reach his own conclusions. Each lesson set will also include for the teacher a statement of objectives and lesson plans for the employment of the materials in the packet.

One copy of the 2-volume set will be made available free to each school, which will also receive permission to duplicate as many copies it wishes for student and teacher use.

Adult Discussion Version

Copies of an adult version of these school materials, which will include suggestions for their use by adult discussion groups, will also be available at no cost to organizations that can duplicate copies for their members.

To request either the school or adult version of What Is America?/Discussions write to: Dr. Robert E. Roeder, American Issues Forum, University of Denver, #401 Mary Reed Building, Denver, Colorado 80210.

THE UNIVERSITY OF DENVER, REGIONAL AMERICAN ISSUES FORUM PROGRAM: ORAL TAPES

A series of 36 short (10 to 15 minute) oral tapes designed as discussion starters is being prepared by the University of Denver. The tapes will be correlated to the volumes of What Is America?/Discussions, which the American Issues Forum Regional Program is publishing for use by high school social studies classes, and in an alternate version for use by adult discussion groups. Each of these short tapes will give "Classic American Statements" on the American Issues Forum topic of the week. Copies will be sent without charge to those furnishing blank tapes and return postage.

For information and materials, contact: Dr. Robert E. Roeder, Regional Director, American Issues Forum, #401 Mary Reed Bldg., University of Denver, Denver, Colorado 80210, Telephone (303) 753-2938.

WNET/13: IN-SCHOOL TELEVISION

WNET/13 is producing a series of nine films for use in grades 6 through 9, which may also be of interest to senior high school teachers. Children's Television Workshop created the design for the series. The films are intended for daytime broadcast by educational TV stations, to provide in-school TV programming to the schools they serve.

Each of the nine 30-minute-long films will be related to the American Issues Forum topic of the month. Each will depict how an ordinary American (who actually existed historically) confronted difficult personal situations or decisions in his time. The films will be dramatic in character, but they will be open-ended in that they are designed to lead student discussions of the values guiding the protagonists.

WNET is distributing 200,000 free copies of a 16-page classroom guide to accompany each film. These will be sent about a month before each program is aired to all the Social Studies departments of junior and senior high schools.

The printed material, designed by curriculum experts and artists is as unique as the films. The guides include suggestions about how the film might be used in classroom procedures, reproducible written materials for student use, and further information about the characters and incidents portrayed. They are not suitable for groups above high school level.

However, the WNET film series, called OURSTORY may also provide adult groups with an interesting way of participating in the American Issues Program. The films will be aired on some public television stations during prime time beginning in September. Each program will conclude with a discussion of the questions raised. For time, contact your local public television station.

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PBS TV Stations

Colorado:

Denver KRMA-TV

Pueblo KTSC-TV

North Dakota:

Fargo KIME-TV

Grand Forks KGFE-TV

Utah:

Provo KBYU-TV

Salt Lake City KUED-TV

South Dakota:

Aberdeen KDSD-TV

Brookings KESD-TV

Eagle Butte KPSD-TV

Pierre KTSD-TV

Rapid City KBHE-TV

Vermillion KUSD-TV

For more information and materials you may contact: Dr. Donald Fouser, WNET/13, 304 West 58th Street, New York, NY 10019.

THE UNIVERSITY OF SOUTH DAKOTA: FORUM REGIONAL TEACHING GUIDE (grades 4-9)

The Educational Research and Service Center, University of South Dakota, has developed a Regional teaching guide coordinated with the American Issues Forum topics, entitled 101 Things To Do For Your Bicentennial: A Teaching Guide for the Cultural History and Geography of the Western Frontier and Upper Missouri.

The teaching guide which was designed for grades 4 through 9 in the nine-state area of Montana, Wyoming, Utah, Colorado, North and South Dakota, Minnesota, and Iowa represents a ready-made set of lesson plans with related activities and enrichment materials for each and immediate use. It covers teaching units on American Indians; Explorers, Trappers, Traders; Soldiers and Forts; Transportation, Commerce, Communication; Cattlemen, Agriculture; Government and Politics; Conservation and Ecology; Towns and Town Builders; and Cultural.

In addition to the lesson plans, the teaching guide includes "Supplementary Materials" consisting of bibliographies, general references, and information of local, county, and state nature; "Introductory Materials;" a "Teachers' Guide;" and "Enrichment Materials" consisting of charts, maps, etc., and 101 Bicentennial projects for classroom, school, downtown window displays, and community centers.

The guide is available for purchase (\$8.00 per guide; 10 or more \$7.50) by schools, libraries, and community groups. Checks should be made payable to "The USD Educational Research and Service Center."

For information and materials contact: Dr. Bruce G. Milne, Director, Educational Research and Service Center, University of South Dakota, Vermillion, South Dakota 57069, Telephone (605) 677-5451.

SPEECH COMMUNICATION ASSOCIATION: BICENTENNIAL YOUTH DEBATES

Guided by the Speech Communication Association, a nationwide debate and public speaking contest for high school and college-age people will be held on the American Issues Forum's monthly topics. The contest is open to any person under 25 years of age who has not yet received a Bachelor's Degree.

The purpose of the BYD is to encourage students to examine American history and values through forensic efforts. Any qualified school or organization with a young adult membership may enroll in the debate program free of charge by sending the name of a contact person, the name of the school or institution and a mailing address to Dr. Richard C. Huseman, Director, Bicentennial Youth Debates, 1625 Massachusetts Avenue, NW, Washington, D.C. 20036.

Each participating institution will conduct three events--Lincoln-Douglas Debate, Extemporaneous Speaking, and Persuasive Speaking. Contests involve a network of local, district, sectional, and regional events culminating in a national conference and competition in Washington, D.C., in June, 1976.

Outstanding Americans have lent their support to the project by serving as members of the National Advisory Council. Civic and community organizations are and will be encouraged to invite BYD participants to present programs on the various topic areas through the BYD Council for Development and Community Involvement.

BYD will supply a packet of information that will schedule contests, explain rules for the contest, give date and site selection suggestions, and offer other information necessary to implement the program in local schools and communities. In addition, issue analysis which provide information on the specific topics, and participants' guides will be provided. All materials are free of charge. Students choosing to enter will incur no expenses.

For additional information and materials contact:

National Director:

Dr. Richard C. Huseman, Director
Bicentennial Youth Debates
1625 Massachusetts Avenue, NW
Washington, D.C. 20036
Telephone (202) 265-1070

Regional Coordinators:

Colorado and Utah:

Mr. John Crain
Notre Dame High School
2821 Lansing Blvd.
Wichita Falls, TX 76309
Telephone (817) 692-7202

Montana, Wyoming, North and
South Dakota:

Mr. Donald Ritzenheim
Wayne State University
Department of Speech Comm.
and Theatre
Detroit, MI 48202
Telephone (313) 577-2318

SPEECH COMMUNICATION ASSOCIATION: BICENTENNIAL YOUTH DEBATES-continued

High School Sectional Coordinators:

Montana:

Mr. Ron Fisher
West High School
2201 St. Johns Avenue
Billings, MT 59102
Telephone (406) 656-7110

North Dakota:

Mr. Wayne Sanstead
Magic City Campus
Minot, ND 58701
Telephone (701) 839-7681

Colorado - Section I:

Mr. Frank Sfera
Mullen Prep School
3601 South Lowell Blvd.
Denver, CO 80236
Telephone (303) 761-1764

Utah:

Mr. Dan Rodehouse
University of Utah
Salt Lake City, UT 84112
Telephone (801) 381-6669

Wyoming:

Mr. John Wasden
Powell High School
Box 908
Powell, WY 82435
Telephone (307) 754-2287

South Dakota:

Mr. Carl Swanson
Lincoln High School
2900 South Cliff
Sioux Falls, SD 57105
(605) 336-1610

Colorado - Section II:

Mr. Bill Becker
Regis High School
3539 West 50th Avenue
Denver, CO 80221
Telephone (303) 433-8471

College Section Coordinators:

Montana, Wyoming, North and
South Dakota:

Professor Wayne C. Callaway
Department of Communications
and Theatre
Box 3341
University Station
Laramie, WY 82071
Telephone (307) 766-2100

Utah:

Professor Tim Browning
University of Arizona
Tuscon, AZ 85721
Telephone (602) 884-2757

Colorado:

Maj. Roger Lestina
U.S. Air Force Academy
Colorado Springs, CO 80840
Telephone (303) 472-3464

PROJECT FORWARD '76

Project Forward '76 is an interreligious but non-ecclesiastical Bicentennial project of the Interchurch Center, a non-profit corporation in New York. It was designed to serve as a catalyst and clearinghouse for national and local groups which are seeking to provide a spiritual dimension to the Bicentennial observation.

The discussion materials of Project Forward '76 address themselves to the question, "How do we understand the relationship of religious faith and loyalty to the nation?" in context of religious and other values of the American heritage.

Forum: Religious Faith Speaks to American Issues is keyed to the nine monthly topics of the American Issue Forum and was written by noted leaders of the religious community. The treatment is value-oriented but issue directed. It goes beyond abstract values to concrete issues. The essays are aimed at stimulating discussion of issues by large and small groups during the Bicentennial year. One to five copies of the book are \$2.95 each; 6 to 24 copies are \$2.30 each; and 25 or more are \$1.80 each.

Ethics For Everybody is a discussion-leaders guide to the American Issues Forum. Central to its use is a "value-compass" which will lead a group to examine each issue from all points of the ethical compass. The basic question is: What is good and bad, what is right and wrong about the American Experience. Single copies are free, multiple copies are \$.50 each plus postage at the following rates: \$.25 for one, \$.50 for five, \$1.00 for ten, \$2.00 for twenty or more.

The audio-visual tool, Film Strip Package, is based on "Ethics For Everybody." The 10-minute color sound presentations highlight in a popular way the basic values which underlie all the Issues. These are available in three packages of 4 filmstrips each with a sound cassette for \$30.00 per package.

Copies of these materials and more information can be secured by writing to: Project Forward '76, Room 1676, 475 Riverside Drive, New York, NY 10022.

GAYLORD BROTHERS, INC./SIRS: MATERIALS FOR LIBRARIES

Gaylord Brothers has developed with SIRS (Social Issues Resources Series) a comprehensive program guide called the Gaylord/SIRS Bicentennial Special Program Package for the American Issues Forum (No. SIR76, \$50, F.O.B. Gaithersburg, Maryland). The program package is based on the American Issues Forum topics. It is designed for use by librarians, group leaders, teachers, and organizations in the planning and conducting of Forum community discussion programs.

The package includes reprints of more than 70 articles relating to the American Issues Forum Calendar weekly topics. It also includes a bibliography of other printed and audiovisual materials; a special section with suggestions for librarians and discussion leaders to help them tailor topics to the interest of particular groups and other guidelines of productive talk; and a 15-minute cassette sound filmstrip and other materials to assist in explaining the Forum. For information and materials contact: Ms. Virginia H. Mathews, Gaylord Brothers, Inc./SIRS, P.O. Box 61, Syracuse, NY 13201, Telephone (315) 457-5070.

B.

MASS MEDIA EFFORTS

The items below describe broadcast programming and publication plans of the mass media which will provide substantive discussions of Calendar issues to the general public.

NATIONAL TELEVISION NETWORKS: FORUM RELATED PROGRAMS

CBS and ABC have committed themselves to scheduling programs in support of the American Issues Forum Calendar. Such programs will be directly related to Forum topics by means of introductory remarks and concluding questions. The regular interview and panel discussion programs of the networks will also, from time to time, consider the American Issues Forum topics under discussion at the time of broadcast. Discussions about similar arrangements with NBC are under way.

Advance schedules of such programming will be published by the National Endowment For The Humanities, and will be available from it and from this office. Consult also your local TV listings, TV Guide, as well as forthcoming issues of the Regional AIF "Gazette" for national television programs.

WNET/13: IN-SCHOOL TELEVISION

A series of monthly in-school television programs with supporting teacher and student materials keyed to the nine monthly Forum topics is being prepared by WNET/13 for classroom use in grades 6 through 9.

The film series called OURSTORY may also provide adult groups with an interesting way of participating in the American Issues Program. The films will be aired on some public television stations during prime time beginning in September (for time, contact your local public television station). *

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WNET/13: IN-SCHOOL TELEVISION-continued

PBS TV Stations

Colorado:

Denver KRMA-TV

Pueblo KTSC-TV

North Dakota:

Fargo KIME-TV

Grand Forks KGFE-TV

Utah:

Provo KBYU-TV

Salt Lake City KUED-TV

South Dakota:

Aberdeen KDSD-TV

Brookings KESD-TV

Eagle Butte KPSD-TV

Pierre KTSD-TV

Rapid City KBHE-TV

Vermillion KUSD-TV

For more information and materials you may contact: Dr. Donald Fouser, WNET/13, 304 West 58th Street, New York, NY 10019.

NATIONAL PUBLIC RADIO: AMERICAN ISSUES RADIO FORUM

National Public Radio stations carry the "American Issues Radio Forum" on the first Saturday of every month during the period of September, 1975, to May, 1976. These three-hour monthly broadcasts will begin with a documentary presentation on the topic of the month, which will be followed by a panel discussion composed of leading national figures. Each panel discussion will then be followed by a national call-in session for participation by citizens across the country. A toll-free call-in number will be provided. The presently scheduled time for these broadcasts is from 11 a.m. to 2 p.m. EST (which is 10 a.m. to 1 p.m. CST, and 9 a.m. to 12 noon MST). This time is subject to change and future issues of the regional program's "Gazette" will report on the time finally determined. Robert Cromie will serve as host for all of the programs. The National Public Radio stations in this region are:

National Public Radio Stations

Colorado:

Colorado Springs KRCC (FM)

Denver KCFR (FM)

Greeley KUWC (FM)

Gunnison KWSB (FM)

Montana:

Missoula KUFM (FM)

North Dakota:

Fargo KDSU (FM)

Grand Forks KFJM

Utah:

Logan KUSU (FM)

Ogden KWCR (FM)

Provo KBYU (FM)

Salt Lake City KUER (FM)

Wyoming:

Laramie KUWR (FM)

South Dakota:

Brookings KESD (FM)

Vermillion KUSD

Sioux Falls KCFS (FM)

-continued

NATIONAL PUBLIC RADIO: AMERICAN ISSUES RADIO FORUM-continued

Cassettes of each radio forum will be available to interested groups at the charge of \$2.00 plus \$5.00 handling for each program. Information about purchasing these cassettes may be obtained from Dr. Jack Mitchell, Director of Informational Programs, National Public Radio, 2025 M Street NW, Washington, D.C. 20036. Such tapes might well serve program needs of groups, particularly outside the range of the existing public radio stations in this region.

Meetings are under way among the National Public Radio program directors who are being encouraged to develop additional American Issues Forum programs on a local basis. One such effort is reported in the item below; subsequent developments will be reported in forthcoming issues of the regional "Gazette."

THE UNIVERSITY OF DENVER: KCFR LECTURE SERIES

KCFR, the National Public Radio station at the University of Denver, will carry a series of approximately 30 lectures by the faculty of the University of Denver. These lectures will be addressed to the topics and issues of the Forum Calendar. The programs will be approximately one hour in length. KCFR, 90.1 FM, serves the Denver metropolitan area. Broadcast time has not been definitely scheduled.

For further information write to: Dr. Robert E. Roeder, American Issues Forum, University of Denver, #401 Mary Reed Building, Denver, Colorado 80210.

UTAH TELEVISION: FORUM RELATED PROGRAMS

Education Television, KBYU-TV (Provo) and KUED-TV (Salt Lake City), in Utah will carry a series of 36 programs keyed to the weekly topics of the American Issues Forum Calendar. Twelve of the programs will feature the essayists of the national Courses By Newspaper described above, page VI-2. A moderator and other questioners will interview these prominent academic experts on the views presented in their newspaper essays. The other 24 programs will feature Utah citizens addressing the monthly Calendar topics from a state perspective.

TV tapes and cassettes of the programs featuring the newspaper essayists will be available (at minimum possible costs) to groups and institutions elsewhere in the Region. For further information contact: Dr. Robert E. Roeder, American Issues Forum, Regional Program, University of Denver, #401 Mary Reed Building, Denver, Colorado 80210, Telephone (303) 753-2938.

DENVER TELEVISION: FORUM RELATED PROGRAMS

The five Denver television stations, KWGN TV-Channel 2, KOA TV-Channel 4, KRMA TV-Channel 6, KMGH TV-Channel 7, KBTU-Channel 9, are developing a series of ten half-hour monthly broadcasts dealing with the topics of the American Issues Forum. Two of these broadcasts will be featured by each station. Broadcasts and subjects will be listed in forthcoming issues of the American Issues Forum regional "Gazette" and in local Denver media. Arrangements are being sought to make tapes of these programs available for broadcast by stations elsewhere in the region. Stations or American Issues Forum program leaders interested in securing these tapes for broadcast elsewhere in the region should contact: Dr. Robert E. Roeder, #401 Mary Reed Building, University of Denver, Denver, Colorado 80210, Telephone (303) 753-2938.

COURSES BY NEWSPAPER

Courses By Newspaper is a national program which presents introductory college-level courses to a wide audience with the help of newspapers. A series of weekly newspaper articles constitutes the "lectures" for each course; these are supplemented by a book of readings and a study guide. Cooperating colleges within the circulation area of participating newspapers offer credit for the courses. While many readers earn college credit, many more add to their knowledge by reading the "lectures" by the prominent scholars which appear in their local papers.

The Courses By Newspaper for 1975-76 (September through May) have been prepared to help implement the American Issues Forum. An essay on each week's Calendar topic will appear in many of the regions newspapers; these essays can provide valuable starting points for informal discussion programs as well as for more formal courses of study. Called American Issues Forum I: American Society In the Making, and American Issues Forum II: The Molding of American Values; the essay series explore the people, ideals, and political institutions that are uniquely American and the frequent contradictions between American life styles and values.

For more detailed information on the courses and their accompanying materials, see page VI-2.

C.

PROGRAM AIDS FOR ORGANIZERS

The items below describe materials and services which are designed to suggest ways and means to organize AIF discussion groups and to plan programs for them. (Substantive materials upon which discussions may be based are listed in sub-sections A, B, and D of the Directory.)

COURSES BY NEWSPAPER, UNIVERSITY OF CALIFORNIA EXTENTION, SAN DIEGO: FORUM SOURCE BOOK FOR COMMUNITY LEADERS

Courses By Newspaper is a national program which presents introductory college-level courses to a wide audience with the help of newspapers. A series of weekly newspaper articles constitute the "lecture" for each course; these are supplemented with a Reader and Study Guide. Colleges within the circulation area of participating newspapers offer credit for the courses. The Courses By Newspaper for 1975-1976 (September through May) have been prepared to help implement the American Issues Forum.

These courses can provide a springboard for other community Bicentennial programs and events. Courses By Newspaper Community Guide: A Source Book For American Issues Forum Volume I and Volume II greatly simplify the task of creating informative, lively, issue-oriented programs on the American Issues Forum.

The Source Book contains week-by-week discussion procedures and materials, including sources of background information on each weekly topic, suggested books to review each week, and stimulating discussion questions on each of the 36 topics. It lists not only films, records, and cassettes which are related to each weekly topic, but also ideas on speakers and panels.

Copies of the Source Book are available at \$1.25 per volume from Publisher's Incorporated, P. O. Box 381, Del Mar, California 92014.

AMERICAN LIBRARY ASSOCIATION: AIF READING LIST

The American Library Association has developed two lists--one for adults and one for young readers--to support the weekly Forum topics. These bibliographies, called Bicentennial Reading, Viewing, Listening, include books, films, records, and other materials. Posters promoting the Forum and the reading lists are also available.

Copies of the list are available at local community and school libraries. Small quantities can be ordered at no cost from your State Library. Reproduction of the lists for education and non-commercial use is encouraged.

For larger quantities write to: American Library Association, Publishing Services Department, 50 East Huron Street, Chicago, Illinois 60611, Telephone (312) 944-6780.

The ALA's Publishing Services Department will supply the lists at \$3 per hundred to cover the cost of postage and handling. The posters are available at \$1 each, with a discount of 20% for orders of 10 or more.

EDUCATION FILM LIBRARY ASSOCIATION: FORUM FILM LIST

A comprehensive and annotated list for over 200 films covering the Forum's weekly topics has been prepared by the Educational Film Library Association. The EFLA's American Issues Forum List serves as a guide to community groups, libraries, and schools who wish to include films in their Bicentennial programs.

Copies of the list may be ordered for \$1 per copy from: Educational Film Library Association, 17 West 60th Street, New York, NY 10023, Telephone (212) 246-4533.

EXXON CORPORATION: THE PUBLIC'S CALENDAR

A summary version of the Forum Calendar, stating the monthly and weekly topics and the monthly text, will be made available by Exxon Corporation to the public through the publication of an attractive pull-out insert in leading magazines.

For a copy of The Public's Calendar see the August or September issues of: Time, Ladies' Home Journal, Ebony, National Geographic, Reader's Digest, and Scholastic Magazine.

ADULT EDUCATION ASSOCIATION: CALENDAR IN SPANISH

The Spanish version of the full Calendar of Topics and supporting materials for local community groups is being made available by the Adult Education Association.

For a copy of "Foro Sobre Temas De Los Estados Unidos de America" and additional information contact: Mr. Charles Wood, Executive Director, Adult Education Association, 810-18th Street, NW, Washington, D.C. 20006.

SCREEN NEWS DIGEST/HEARST METROTONE NEWS: FILM DOCUMENTARY; SUMMARY CALENDAR AND DISCUSSION GUIDE

Screen News Digest/Hearst Metrotone News has produced a promotional 20-minute color film documentary on the Forum to introduce interested community organizations and groups to the American Issues Forum. A Summary Calendar and Discussion Guide is also available.

Copies of the film for use by community groups are available at the Regional and State American Issues Forum offices, and at state Bicentennial Commission offices.

For additional information contact those offices.

ADULT EDUCATION ASSOCIATION: COMMUNITY LEADERS' WORKSHOPS

The Adult Education Association, in order to mobilize community leadership support for the Forum, has been initiating one-day Community Leaders' Workshops throughout the country. Each Workshop brings together 10-12 leaders of the local community (including church, labor, business, service clubs, library, civic, etc., representatives), introduces them to the Forum, and encourages them through their individual organizations or cooperatively to develop Forum programs in their communities.

The March, 1975, issue of its journal, Adult Leadership, explained the American Issues Forum and the AEA program. The Community Leaders' Workshop Kits which contain information and suggestions around which community leaders can build effective programs for the Forum are available at no cost to groups planning to hold a workshop.

For information and materials contact: Mr. John Nachtrieb, Community Workshops Project, Adult Education Association of the U.S.A., 810-18th Street, NW, Washington, D.C. 20006, Telephone (202) 347-9574.

TOASTMASTERS INTERNATIONAL: SPEAKERS BUREAUS

Starting in August, Toastmasters International will present one American Issues Forum topic each month in its publication, The Toastmaster, to enable its membership to develop AIF speeches for Toastmasters Clubs and Speakers Bureaus as well as local Bicentennial speakers bureaus.

Since the organization encourages involvement in Bicentennial programs, its members may be available to speak on Forum topics. For information on speakers, contact your local Toastmasters Club. For other information and materials contact: Mr. Bruce Anderson, Toastmasters International, 2200 North Grant, Santa Ana, California 92701, Telephone (714) 542-6793.

AMERICAN SOCIETY OF NEWSPAPER EDITORS: SPEAKERS FOR PROJECTS RELATING TO THE PRESS

The ASNE will provide knowledgeable editors as speakers and resource person for Forum projects related to freedom of the press topics.

For the name of a resource person in your area contact: Mr. William H. Hornby, Executive Editor, The Denver Post, P. O. Box 1709, Denver, Colorado 80201, Telephone (303) 297-1388.

THE UNIVERSITY OF SOUTH DAKOTA: FORUM REGIONAL TEACHING GUIDE (grades 4-9)

The Educational Research and Service Center, University of South Dakota, has developed a regional teaching guide coordinated with the American Issues Forum topics, entitled 101 Things To Do For Your Bicentennial: A Teaching Guide for the Cultural History and Geography of the Western Frontier and Upper Missouri.

In addition to the lesson plans, the teaching guide includes 101 Bicentennial projects for classroom, school, downtown window displays, and community centers.

The guide is available for purchase (\$8.00 per guide; 10 or more \$7.50). Checks should be made payable to the "USD Educational Research and Service Center."

For information and materials contact: Dr. Bruce G. Milne, Director, Educational Research and Service Center, University of South Dakota, Vermillion, South Dakota 57060, Telephone (605) 677-5451.

D.

OTHER AIF-RELATED MATERIALS

The items below describe AIF-related substantive materials which are of lesser extent than those described in subsection A. These materials reflect the interest of their issuing organizations. Some deal with only a few of the Calendar's topics.

AFL-CIO: LABOR PERSPECTIVES

The AFL-CIO will develop special discussion materials from the labor perspective on the Forum's monthly topics. The first of the pamphlets will be ready in the Fall.

Copies may be obtained free of charge by writing to: Mrs. Dorothy Shields, Division of Education, AFL-CIO, 815-16th Street, NW, Washington, D.C. 20006.

AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY: ASSISTANCE TO HISTORICAL ORGANIZATIONS

Views of the Forum topics from the local perspective of city, town, and countryside are contained in a series of nine essays produced under the auspices of the AASLH. These essays, written by outstanding scholars-writers, will be distributed to state and local historical societies.

In addition, a special article containing suggestions for Forum programming for community organizations and local media has been prepared.

To preview these essays, contact your local or state historical societies. The essays are available for \$1 each or \$.50 each in quantities of 30 or more, from: American Association for State and Local History, 1400 Eighth Avenue, South, Nashville, Tennessee 37203, Attention: American Issues, Telephone (615) 242-5583.

CAMP FIRE GIRLS: LOCAL FORUM PROGRAMS

The Camp Fire Girls are integrating the American Issues Forum with their Bicentennial activities. The organization is presenting the Forum in its publication, Camp Fire Leadership, and is encouraging its local groups to develop Forum programs.

Its National Bicentennial Project We, The People, was outlined in detail in the Fall, 1974, issue of Camp Fire Leadership. Resource follow-up articles relating to AIF topics are planned. For information and materials, contact: Mrs. Gwen Harper, Director, Program Development, Camp Fire Girls, Inc., 1740 Broadway, New York, NY 10019, Telephone (212) 581-0500.

FOREIGN POLICY ASSOCIATION: DISCUSSION MATERIALS

The Foreign Policy Association is preparing discussion materials on the American Issues Forum's seventh monthly topic, "America and the World," for use in its nationwide, adult foreign policy discussion program, "Great Decisions."

Two topics in Great Decision 1976 parallel the first two weekly AIF topics for March. "The American Dream Among Nations" is programmed for discussion by Great Decisions participants for March 7, 1976, and a theme related to "The Economic Decision" is scheduled for discussion in the week of March 14.

The bimonthly FPA publication Headline Series will devote several issues to Bicentennial themes. These include "Morality and U.S. Foreign Policy" by Charles Frankel, Headline Series 224; "The American Dream Among Nations" by Richard Morris and Henry Graff to be published on October 1, 1975; and "National Sovereignty and World Order" by Lincoln P. Bloomfield to be published December 1, 1975.

A cartoon history of U.S. foreign policy since the birth of the Republic by the editors of the Foreign Policy Association will be published by William Morrow Co., Inc. in December, 1975, or January, 1976.

For information on how to obtain copies of these materials contact: Dr. Norman Jacobs, Director, Foreign Policy Association, 345 East 46th Street, New York, NY 10017, Telephone (212) 697-2432.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP): MINORITY VIEWPOINTS

The NAACP plans to publish two articles per issue from September, 1975, through May, 1976, in its monthly journal, The Crisis. The series of essays will be written by 18 eminent scholars and represent the black point of view on the AIF Calendar of topics.

For a brochure describing the essays and their authors, contact: Mr. Warren Marr, II, Editor, Crisis, 1790 Broadway, New York, NY 10019, Telephone (212) 245-2100.

NATIONAL CENTER FOR URBAN ETHNIC AFFAIRS: ETHNIC VIEWPOINTS

The National Center for Urban Ethnic Affairs is developing a series of articles stressing ethnic identity as the concept relates to the Forum's weekly topics. The monthly articles are authored by nine persons nationally known for their interest in ethnicity. These articles in the form of press packets will be sent to ethnic media throughout the country, including newspapers and radio stations. Ethnic organizations will encourage the use of these articles in discussion formats. Contact your local newspaper or radio station to determine when the articles will appear.

These articles and auxiliary materials will be made available to the public for a fee yet to be determined. For additional information contact: Mr. Andy Leon Harney, Editor, National Center for Urban Ethnic Affairs, 4408 Eighth Street, NE, Washington, D.C. 20017, Telephone (202) 529-5400.

THE NATIONAL COUNCIL ON THE AGING: OLDER AMERICANS MATERIALS

NCOA will develop a series of articles, one each on the nine different monthly topics, for use by organizations and individuals who work with older Americans. These articles will be distributed through newspapers across the country and through national organizations affiliated with NCOA.

The entire series of articles will be available at \$2.95 to interested groups. For information and materials contact: Mr. Louis Hausman, The National Council on the Aging, Suite 504, 1828 L Street, NW, Washington, D.C. 20036, Telephone (202) 223-6250.

NATIONAL FEDERATION OF THE BLIND: "TALKING DISCS"

The National Federation Of The Blind is producing "talking discs" which contain the full text of the American Issues Forum Calendar enabling the blind in America to participate in the Forum. These will be distributed this Fall to all members of the organization and to regional libraries for the blind.

Regional Libraries For The Blind

Colorado:

Colorado State Library For The Blind And Physically Handicapped, 2030 Champa Street, Denver, Colorado 80205.

Montana:

Montana State Library, Division For The Blind And Physically Handicapped, 930 East Lyndale Avenue, Helena, Montana 59631.

North Dakota:

Minnesota Braille and Sight Saving School, Library For The Blind And Physically Handicapped, Faribault, Minnesota 55021.

South Dakota:

South Dakota State Library Commission, Library For The Blind And Physically Handicapped, 701 East Sioux Street, Pierre, South Dakota 57501.

Utah and Wyoming:

Utah State Library, Division Of The Blind And Physically Handicapped, 2150 South Second, West, Salt Lake City, Utah 84115.

THE NATIONAL GRANGE: RURAL AND SMALL TOWN AREA STATEMENTS ON THE ISSUES

The National Grange will develop specialized discussion materials on the monthly Forum topics for use by member Granges and other organizations concerned with the farmers and residents of rural areas and small towns in America.

For more information on materials and how to obtain them contact: Mr. David R. Lambert, The National Grange, 1616 H Street, NW, Washington, D.C. 20006, Telephone (202) 628-3507.

NATIONAL URBAN LEAGUE: MINORITY VIEWPOINTS

The National Urban League is developing special discussion materials on five of the nine monthly Forum topics from a black perspective for its constituency in 103 local Urban Leagues.

The essays are being prepared by distinguished scholars and will be published in the League's paper, the Urban League News. Later, the organization hopes to compile the papers into one publication.

For information on how you can obtain copies contact: Mr. James Williams, Director of Communications, National Urban League, 500 East 62nd Street, New York, NY 10022, Telephone (212) 644-6500.

SCHOLASTIC MAGAZINES: SCHOLASTIC VOICE

Scholastic Voice, reaching high school teachers of English throughout the country, will develop monthly statements on the Forum's topics which will relate various literary works and trends to the respective monthly issue.

SCIENCE RESEARCH ASSOCIATES, INC. (SRA): MATERIALS FOR SCHOOLS

SRA is correlating many of its social studies materials with the 36 weekly topics of the American Issues Forum, and suggests a range of learning materials (texts, kits, games, and filmstrips) available on the issues. These study materials are available for purchase by elementary and secondary schools, and by adult groups and organizations.

SRA's professional field force is also available for help with Bicentennial endeavors. These professional educators will be happy to work with organizations and schools in setting up exhibits, conducting workshops, and providing educational counsel in establishing school Bicentennial Learning Centers or other educational formats.

For assistance or copies of the SRA's American Issues Forum correlation charts contact: Mr. Bernard Velenchik, Social Studies Product Manager, SRA Inc., 259 East Erie Street, Chicago, Illinois 60611, Telephone (312) 266-5057; or:

Regional Manager

Mr. Robert Fox
8404 West 27th Street
Tacoma, Washington 98466
(206) 564-3148

Mr. James Lundberg
609 Sixth Street
Hudson, Wisconsin 54016
(715) 386-8300

State(s) Served

Montana

North Dakota
South Dakota

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SCIENCE RESEARCH ASSOCIATES, INC. (SRA): MATERIALS FOR SCHOOLS-continued

Mr. Vern Watkins
2219 East Palmar
Phoenix, Arizona 85020
(602) 263-5289

Colorado
Utah
Wyoming

WOMEN IN COMMUNITY SERVICE, INC. (WICS): WOMEN'S VIEWPOINTS

WICS is developing brief and provocative statements on the monthly Forum topics to be distributed to the membership of the four national organizations and two regional organizations which comprise the WICS coalition of women's groups.

Remaining materials will be made available upon request at no charge as long as the supply lasts. For information and materials contact: Miss Mary A. Hallaren, Executive Director, WICS, Inc., 1730 Rhode Island Avenue, NW, Washington, D.C. 20036, Telephone (202) 293-1343.

E.

ENDORSEMENTS

The organizations listed below have recommended participation in the Forum to their memberships. Some are seeking, in various ways, to stimulate organization of AIF programs by their local affiliates.

ACADEMY FORUM OF THE NATIONAL ACADEMY OF SCIENCES: OPEN FORUMS

The Academy Forum is planning a series of public forums on the AIF topics from the scientific perspective to be held in Washington, D.C., during the Fall and Winter of 1975-1976. Materials as a result of the Forum will be published in book form by the National Academy of Sciences.

For additional information contact: Dr. Robert White, Director, Academy Forum, National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, D.C. 20418.

ADMINISTRATION ON AGING, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: COMMUNITY MEETINGS

The Administration on Aging will encourage agencies at the local, state, and Federal levels to address the question of older Americans and their relationship to the Forum issues.

For information contact: Dr. Clark Tibbits, Administration on Aging, Department of Health, Education, and Welfare, Washington, D.C. 20201.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES: GENERAL COMMUNITY COLLEGE PARTICIPATION

The Association is supporting the Forum by supplying information to member institutions, encouraging to convene Community Leaders' Workshops, and publishing articles in its Journal and program ideas for community colleges on the Forum topics.

For information contact: Dr. Roger Yarrington, Vice President, AACJC, Suite 410, One DuPont Circle, NW, Washington, D.C. 20036.

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES: COMMUNITY OUTREACH

The Association will cooperate with the "Courses By Newspaper" (see page VI-2 above) and has adopted the American Issues Forum as an official program for its Bicentennial community outreach program.

For information contact: Dr. William Fulkerson, AASCU, Suite 700, One DuPont Circle, NW, Washington, D.C. 20037.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN: LOCAL PROGRAMS

The AAUW has endorsed the American Issues Forum and will use its publications to encourage its 1,850 local branches to participate by cooperating with other groups in the development of local AIF programs.

For information contact: Dr. Linda Hartsock, Program Development, AAUW, 2401 Virginia Avenue, NW, Washington, D.C. 20037.

AMERICAN LIBRARY ASSOCIATION: LOCAL LEADERSHIP

The American Library Association will use its various publications media to inform the network of 22,000 libraries in the country about the Forum. State librarians are helping to stimulate Forum activity.

For information contact: Dr. Robert Wedgeworth, Executive Director, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

BANK OF AMERICA

Bank of America will publicize the Forum and summary Calendar by means of staffers in the August-September statements to one million clients and by Forum-related articles in Bank American. It will also make available information on the Forum in its branch banks in Western states and encourage community AIF projects and use of bank facilities for local meetings.

For information contact: Mr. Duncan Knowles, Social Policy, Bank of America, P. O. Box 37000, San Francisco, California 94137.

KIWANIS INTERNATIONAL: GENERAL INFORMATION TO MEMBERS

Kiwanis International with 500,000 members in 16,000 clubs will feature the Forum in its Bicentennial activities and ask clubs to develop seminars around the Forum topics each month.

For information contact: Mr. John L. McGehee, Director, Public Relations Department, Kiwanis International, Kiwanis International Building, 101 East Erie Street, Chicago, Illinois 60611.

LEAGUE OF WOMEN VOTERS: COMMUNITY PROJECTS

The League is publicizing the Forum among its 1,350 local chapters. It encourages them to participate in the Community Leaders Workshop project and to lead discussions on the Forum's topics.

For more information contact: Ms. Peggy Lampl, Executive Director, League of Women Voters, 1730 M Street, NW, Washington, D.C. 20036.

NATIONAL ASSOCIATION OF COUNTIES: COUNTY PROGRAMS

The Association is supporting the Forum by introducing it in regional Bicentennial workshops and in its publications.

For more information write to: Ms. Florence Zeller, National Association of Counties, 1735 New York Avenue, NW, Washington, D.C. 20006.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS: MEDIA PROGRAMS

The NAEB is publicizing the American Issues Forum in its general membership newsletter and in the April issue of the publication Public Programming.

For additional information write to: Ms. Eva Archer, Director, Publications and Informational Services, NAEB, 1346 Connecticut Avenue, NW, Washington, D.C. 20036.

NATIONAL ASSOCIATION OF MANUFACTURERS: CORPORATE INVOLVEMENT

The Association is supporting the Forum by means of articles providing information on the Forum and opportunities for corporate involvement in Service For Company Communicators and Industrial Press Service.

For information contact: Ms. Betty Millsaps, Editor/Writer, NAM, 1776 F Street, NW, Washington, D.C. 20006.

NATIONAL CONFERENCE ON SOCIAL WELFARE: ANNUAL FORUM

The Conference is planning to use the Forum topics and materials to plan its 103rd Annual Forum.

For additional information write to: Ms. Margaret E. Berry, National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215.

NATIONAL CONGRESS OF PARENTS AND TEACHERS: INVOLVING THE PTA UNITS

The Congress will advise its 35,000 local units of the opportunity to participate in the Forum in PTA Today and address the PTA annual conference to one of the Forum's topics.

For further information contact: Dr. Robert Crum, Managing Director, National Congress of Parents and Teachers Association, 700 North Rush Street, Chicago, Illinois 60611.

NATIONAL EDUCATION ASSOCIATION (NEA): STATE AND LOCAL EDUCATIONAL PROGRAMS

NEA is featuring the Forum in its publications by carrying notices about the topics to be discussed and by suggesting to state and local chapters ways by which they can participate.

For additional information contact: Ms. Janice M. Colbert, Bicentennial Coordinator, National Education Association, 1201-16th Street, NW, Washington, D.C. 20036.

NATIONAL INSTITUTE OF SENIOR CENTERS: LOCAL CENTER PROJECTS

The Institute plans to publicize the Forum in its newsletter and to encourage Senior Center Directors to include Forum projects as a major Center activity for the life of the Forum.

For more information contact: Mrs. Joyce Leanse, Director, National Institute of Senior Centers, 1828 L Street, NW, Washington, D.C. 20036.

U.S. CONFERENCE OF MAYORS: CITY PROGRAMS

The Conference is publicizing the Forum in its newsletter, Bicentennial Cities, and introducing the Forum at a series of regional Bicentennial workshops.

For more information contact: Mr. Michael DiNunzio, U.S. Conference of Mayors, 1620 I Street, NW, Washington, D.C. 20006.

F.

SUPPORTING ORGANIZATIONS

Additional information and advice to program planners may be obtained from the organizations listed below.

AMERICAN ISSUES FORUM REGIONAL PROGRAM

In support of the national American Issues Forum, a Regional AIF Program has been established to provide local program planners with information and advice, as well as to publish the discussion materials listed in subsection A above. Such help is available to schools, adult education and discussion groups; civic, professional, labor, farm, and business associations; colleges; churches; libraries and media. The regional program's headquarters are at the University of Denver and state offices have been established as indicated on the list below:

Colorado:

Dr. Robert F. Richards
#401 Mary Reed Building
University of Denver
Denver, CO 80210
Telephone (303) 753-2938

Montana:

Dr. Leo Lott
Dept. of Political Science
University of Montana
Missoula, MT 59801
Telephone (406) 243-2721

North Dakota:

Dr. Richard Bovard
Department of English
North Dakota State University
Fargo, ND 58102
Telephone (701) 237-7143, Ext. 21

South Dakota:

Mr. Ronald Helwig
Center for Continuing Education
University of South Dakota
Vermillion, SD 57069
Telephone (605) 677-5281

Utah:

Dr. Richard Kendell
Office of the Dean,
Graduate School
University of Utah
Salt Lake City, UT 84112
Telephone (801) 581-6925

Wyoming:

Dr. Betsy Peters
700 South 18th Street
Laramie, WY 82070
Telephone (307) 745-3350

AMERICAN ISSUES FORUM CITIES COMMITTEES: CITYWIDE FORUMS

The National Endowment for the Humanities has selected Denver, Colorado, as one of four cities in the nation in which special effort is being made to bring about widespread participation of citizens in the American Issues Forum. With matching funds from the Endowment, the Denver American Issues Forum Committee is planning, with the aid of a substantial number of Denver organizations and associations, a wide variety of Forum activities. These activities will receive the support of Denver television stations, institutions of higher education, and the Denver Public Library, among others. All programs funded by the Denver AIF Committee must be directed toward the adult public in the city, must engage the substantial participation of academic humanists, and must deal with the issues raised by the Calendar. As of this date (July 15, 1975) all funds have not yet been committed. If your organization is within the city of Denver and interested in planning a Forum program dealing with some of the topics raised by the Calendar, please contact Mr. Norman Pilgrim, Director, Denver AIF Program, 1420 Larimer Square, Denver, Colorado 80202, Telephone (303) 892-6625.

Some of the programs to be sponsored by the Denver AIF will be of interest to citizens in surrounding communities; widespread publicity to these programs will be given in the Denver press and by other means.

STATE HUMANITIES COUNCILS

In each of the 50 states there exists a National Endowment for the Humanities-supported State Humanities Council. In several of the states of this region these councils are directly planning on sponsoring Denver AIF-related programs. In Colorado, for instance, 35 libraries outside of Denver will be conducting a series of nine monthly lecture-discussions. Leaders of these discussions will be furnished from the faculties of seven cooperating institutions of higher education in the state. The Utah Humanities Council, for another instance, is supporting the development of the television series reported in sub-section VI-B above. Other Humanities Councils are willing to review proposals for matching funding for AIF-related programs directed toward the adult public and involving the participation of academic humanists in the discussion of issues raised by the Calendar. For further information contact the appropriate state director as listed below:

Colorado:

Pat Shanks, Exec. Dir.
Colorado Humanities Program
855 Broadway
Boulder, CO 80302

South Dakota:

John Whalen, Exec. Dir.
South Dakota Committee on
the Humanities
Box 35, University Station
Brookings, SD 57006

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STATE HUMANITIES COUNCILS-continued

Montana:

Margaret Kingsland, Exec. Dir.
Montana Committee for
the Humanities
University of Montana
Missoula, MT 59801

North Dakota:

Everett Albers, Exec. Dir.
North Dakota Committee for the
Humanities and Public Issues
Box 136
Dickenson State College
Dickenson, ND 58601

Utah:

Delmont Oswald, Exec. Dir.
Utah Endowment for the
Humanities and Public Policy
316 Carlson Hall
University of Utah
Salt Lake City, UT 84112

Wyoming:

Audrey Cotherman, Exec. Dir.
Wyoming Council for the
Humanities
Box 3274, University Station
Laramie, WY 82071

STATE BICENTENNIAL COMMISSIONS

American Issues Forum is a national program endorsed by the American Revolution Bicentennial Administration. That administration in turn has asked the cooperation of the official State Bicentennial Commission in each state. These commissions, of course, have a wide range of responsibilities and are engaged in supporting many kinds of Bicentennial programs. Information about the AIF may be more conveniently obtained from the state AIF directors within this region than from the Commissions. However, the State Bicentennial Commissions have extensive information about other Bicentennial activities which may be of concern and interest to AIF program planners. For information about the range of Bicentennial activities planned in your community and state, you may contact:

Colorado:

Colorado Bicentennial Commission
901 Sherman
Denver, CO 80203
Telephone (303) 573-1876

Montana:

Montana Bicentennial Commission
Box 1776, Capitol Station
Helena, MT 59601
Telephone (406) 449-3884

North Dakota:

North Dakota Bicentennial Comm.
State Capitol Bldg., Room 206
Bismarck, ND 58501
Telephone (701) 224-2424

South Dakota:

South Dakota Bicentennial Commission
State Capitol
Pierre, SD 57501
Telephone (605) 224-3224

Utah:

Utah Bicentennial Commission
State Capitol Bldg., Room 409
Salt Lake City, UT 84114
Telephone (801) 328-6026

Wyoming:

Wyoming Bicentennial Commission
State Office Bldg. East
Cheyenne, WY 82002
Telephone (307) 777-7776

VII

BICENTENNIAL EXHIBITS AND DISPLAYS

Below are listed Bicentennial-related exhibits and displays planned by museums and other agencies in the region. This is a partial listing only, reflecting information available to this office as of July 15, 1975. While not directly related to the American Issues Forum, these exhibits may, nevertheless, be of interest to planners of Forum activities.

COLORADO

American Revolution Bicentennial Administration

Region 8

Joseph Albi, Director

1515 Cleveland Place, Suite 222

Denver, CO 80202

Telephone (303) 837-4876

September 14, 1975, through October 13, 1975 - USA '76: THE FIRST TWO HUNDRED YEARS, a presentation in pictures, words and sounds which combine to form an overview of the Bicentennial celebration. The exhibit describes the unique American experience of the last two hundred years. It will be held at the Colorado National Guard Armory at Speer Blvd. and Logan Street in Denver.

Colorado Labor Council

360 Acoma

Denver, CO 80223

Telephone (303) 733-2401

1976 - STANDING ROOM ONLY, a traveling exhibit, focuses on use of land and resources and the effects of decisions related to resources on the people. It opens January 1, 1976, in Boulder, continuing north and west. The exhibit will be in Denver during the month of May before traveling southwest and through the eastern part of Colorado.

COLORADO-continued

Colorado Railroad Museum

Box 721

Golden, CO 80401

Telephone (303) 279-9670

1975 to 1976 - An exhibit of various photos and documents pertaining to Colorado railroads of the 1870's.

Fall, 1975 - An 1876 passenger coach will be exhibited; it is the second oldest railroad car in the state of Colorado and was built for the Denver & Rio Grande Railroad.

Colorado Springs Fine Arts Center

30 West Dale Street

Colorado Springs, CO 80903

Telephone (303) 634-5581

August, 1976 - An exhibit entitled THE GREAT AMERICAN RODEO will be offered in conjunction with the "Pikes Peak or Bust" rodeo in August, 1976.

Denver Art Museum

100 West 14th Avenue Parkway

Denver, CO 80204

Telephone (303) 297-2793

November 18, 1975 to January 4, 1976 - ENVIRONMENT '76, an exhibition of a juried selection of ideas for betterment of the way of life in Colorado. Ideas range from park concepts to public graphics, public sculpture to park benches.

January 1 to March 8, 1976 - HERITAGE OF AMERICAN ART, an exhibition of 100 American master paintings from the collections of the Metropolitan Museum of Art from 1730 to 1930.

February 15 to March 14, 1976 - TWENTIETH CENTURY AMERICAN PAINTING FROM THE PHILLIPS COLLECTION, WASHINGTON, D.C., an exhibit of about 35 American paintings by the foremost artists of the first half of the 20th century.

March 26 to May 2, 1976 - AMERICAN ART SINCE 1945 FROM THE COLLECTIONS OF THE MUSEUM OF MODERN ART, NEW YORK, an exhibit of about 65 paintings and some sculpture of the post-war period.

COLORADO-continued

University of Colorado
Boulder, CO 80302
Telephone (303) 492-0111

1975 - University of Colorado Museum has a current exhibit on the environment and history of Colorado.

May to August, 1976 - CENTARIUM-1976, a major exposition to be held in the CU fieldhouse on the response of Colorado's people to the environment in the last one hundred years.

SOUTH DAKOTA

Memorial Art Center
Medary Avenue & 10th Street
Brookings, SD 57007
Telephone (605) 688-5423

1975-1976 - A traveling exhibit featuring South Dakota artists and THE ART OF SOUTH DAKOTA. The art is from the nineteenth and twentieth centuries.

Robinson Museum
Memorial Building
Pierre, SD 57501
Telephone (605) 224-3615

Summer, 1976 - Exhibit dealing with the history and culture of the Sioux Indians. This exhibit will include a series of displays dealing with the Sioux migration from the Woodlands, the importance of the buffalo to Sioux culture, traditional Sioux crafts, reservation life, plus other subjects. The exhibit will include a life-sized diorama and mural depicting a Sioux camp, complete with prairie flora.

1975-1976 - A traveling exhibit commemorating the 100th anniversary of Custer's Black Hills Expedition of 1874. The exhibit, based on the book, Yellow Ore, Yellow Hair, and Yellow Pine, illustrates man's ecological impact on the Black Hills by comparing expedition photographer William H. Illingsworth's 1874 photographs with matching modern photographs of the same locations.

SOUTH DAKOTA-continued

W. H. Over Dakota Museum
Box 14, University of South Dakota
Vermillion, SD 57069
Telephone (605) 677-5228

1975-1976 - A traveling exhibit featuring SOUTH DAKOTA'S COLONIAL HERITAGE which will bring to the public's attention South Dakota's roots in the 13 Colonial states.

UTAH

Salt Lake Art Center
54 Finch Lane
Salt Lake City, UT 84102
Telephone (801) 328-2762

October to November 1975, January to February 1976, March to April 1976 - A three-part exhibit detailing the development of an artistic heritage in Utah from the first settlers to the present. The exhibit will be a study of the development of the visual arts, the influences, trends, etc. Two or three smaller versions will be fashioned to travel throughout the state. A catalog of the exhibit will be printed.

1975-1976 - An exhibit of paintings and sculptures which were purchase awards at the Utah State Fair beginning in 1907 to the present. The exhibit will show changing tastes and artists, etc. This will also be a traveling exhibition.

Springville Museum of Art
126 East 400 South
P. O. Box 258
Springville, UT 84663

1976 - A collection of Cyrus E. Dallin's sculpture works will be exhibited. A museum catalog to accompany the exhibit will be published. A lecture series is also planned.

WYOMING

Fort Laramie National Historic Site

Fort Laramie, WY 82212
Telephone (307) 837-2704

October 1, 1975 - WAGON TRAIN PILGRIMAGE. Fort Laramie will welcome the west-to-east wagon train headed for Valley Forge, Pennsylvania, via the Oregon Trail.

Sweetwater County Historical Museum

County Courthouse
P. O. Box 25
Green River, WY 82935

1975-1976 - A portable display entitled SWEETWATER COUNTY HERITAGE. The display will be contained in sixteen panels and will feature pictures from territorial days to the present.

University of Wyoming Art Museum

Box 3138, University Station
Laramie, WY 82071
Telephone (307) 766-2374

The museum will sponsor an exhibit focusing on the role of the artist in the great Westward migration. The exhibit will bring together the works of the artists and illustrators who worked in Wyoming between 1837 and 1937. An illustrated catalog will be available.